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ABSTRACT

The first year report of the Health Education and Welfare (HEW) Region 2 Adult and Continuing Education Staff Development Project administered by Montclair State College reflects the objectives and activities of New Jersey, New York, Puerto Rico, and the Virgin Islands as they sought to improve their staff development capability in 1972-73. The report is organized as follows: (1) a regional summary, (2) four State interim reports, (3) the Management Systems Manual, and (4) project survey recommendations. The regional summary provides an overview of the training aspects of the project. A table provides the number of preservice and inservice activities conducted, individuals trained, training hours, and cost per training hour. The four State interim reports present the status and accomplishments in terms of their individual applications of the nine specific project objectives. The Management Systems Manual provides a "management by objectives" design, including documents dealing with performance and process objectives, systems for critical work activities, a monitoring system, and job description. The project survey recommended that each State conduct a learner and educational needs assessment, establish goals, and implement an evaluation model of the 1973-74 project year. (MW)

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The HEW Region II Staff Development Project

New Jersey
New York
Puerto Rico
Virgin Islands

First Year Interim Report 1972-73

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INTRODUCTION

This is the first year report of the HEW Region II Staff Development Project administered by Montclair State College. This report reflects the objectives and activities of New Jersey, New York, Puerto Rico, and the Virgin Islands as they sought to improve their staff development capability in 1972-73.

For purposes of presentation the report is organized in the following manner.

- A regional summary, including summary table, indicating the many efforts of the Project (prepared by the Project Office) based on individual state reports prepared by the respective state field coordinators.
- Exhibits containing the four state Interim Reports and the Management Systems Manual and Recommendations from EPIC Diversified, Inc.

The Project staff wish to acknowledge the many contributions of the Coordinating Council members listed. Furthermore, recognition is given to the diverse and valuable assistance provided by the Project's Advisory Committee and USOE staff members at both the regional and national level.

The Coordinating Council meets quarterly to handle Project business matters and to insure continued cooperative planning among each of the four states. It is composed of both Project staff and the State Directors of adult education or their assigned representatives.

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Virgin Islands

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The Advisory Committee was created to provide the Project staff with a sounding board, as a means to expand the perspective of the staff, and also to establish and maintain liaisons with diverse institutions and agencies.

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A uniform format has been used to report the first year accomplishments of the HEW Region II Staff Development Project funded by the U.S. Office of Education under the Adult Education Act of 1966, Section 309(c). The first year proposal negotiated and funded by the United States Office of Education contained nine specific project objectives. Although these objectives were common across the four states of Region II (New Jersey, New York, Puerto Rico, and Virgin Islands) individual state plans reflected priorities appropriate to each state's unique needs.

This report will present the status and accomplishments for each objective in all four states. The specific progress report or status of the objective within each state is included in the Exhibits. The following is the general reporting format for the objectives. For some objectives the efforts of each state have been integrated into a single narrative.

Objective No. ________

New Jersey	Status and Accomplishments
New York	Status and Accomplishments
Puerto Rico	Status and Accomplishments
Virgin Islands	Status and Accomplishments

Objective No. __________

REGIONAL SUMMARY

To provide an overview of the training aspects of the Staff Development Project, the following table - "1972-73 Summary of Staff Development Activity" has been prepared. This information summarizes the number of preservice and inservice activities conducted, the number of individuals trained, the number of training hours, and the cost per training hour. The later information was sought in order to begin establishing the basis for more accurate cost effectiveness analyses in the future.

1972-73 SUMMARY OF STAFF DEVELOPMENT ACTIVITY
NUMBER OF PARTICIPANTS AND TOTAL TRAINING HOURS
REGION II

TRAINING ACTIVITY	NEW JERSEY		NEW YORK		PUERTO RICO		VIRGIN ISLANDS		REGION II TOTALS	
	No. of Participants	Total Training Hours	No. of Participants	Total Training Hours	No. of Participants	Total Training Hours	No. of Participants	Total Training Hours	No. of Participants	Total Training Hours
Preservice										
College	23	863					8	480	31	1,405
Other										
Inservice										
College	135	11,880	83	2,951	23	2,070			241	17,383
Other	4,172	15,451	65	1,300	225	29,694	141	1,901	4,603	57,552
TOTALS	4,330	28,194	148	4,251	248	31,764	149	2,381	4,875	76,340

1. Region II average training cost in federal dollars was $3.86/hour.
   Region II average training time was 15-2/3 hours/participant.
   Region II average training cost in federal dollars was approximately $70.50/participant.

   The above figures include all administrative costs.

2. The totals reported by New Jersey, Puerto Rico, and the Virgin Islands reflect training supported by both 309(c) Staff Development Project funds and other shared cost funds devoted to training.

TABLE II

Training of ABE Personnel

Number of Participants, FY 1971*

	Teacher Workshops		Personnel receiving preservice and/or inservice training			
	State	Local	National	State	Local	Total
N. J.	81	142	60	1,545	816	2,644
N. Y.	14	139	100	370	736	1,359
P. R.			Unavailable			
V. I.	0	20	2	0	25	47
Totals	95	301	162	1,915	1,577	4,050

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*As cited in National Advisory Council on Adult Education. Annual Report, March, 1973.

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REGIONAL SUMMARY

In order to summarize selected activities of the HEW Region II Staff Development Project for fiscal year 1972-73 and to interpret the above data, the six recommendations from Part II of the USOE funded Adult Basic Education National Teacher Training Study conducted by the University of Missouri-Kansas City have been used as a focal point, acknowledging subsequent revisions in Part IV of their report. The use of this criteria does not necessarily mean Project endorsement of the recommendations, however, if educational practitioners, including those involved in the ten HEW Regional Staff Development Projects, are to respond to the findings of research and to facilitate the adoption of research findings and successful innovative practices, it is considered appropriate to analyze staff development activities in light of these recommendations and to exhibit, where possible, how these research-based recommendations were utilized in Region II.

Recommendation No. 1

The responsibility for allocation of funds, planning of teacher training activities, supervising teacher training activities and record keeping including financial facts, personnel program content and evaluation should rest with the various regional staff development offices (consortium). The regional staff development office, in cooperation with Region II State Directors, assumed the responsibilities for the allocation of funds, according to individual state needs and the first year state to federal dollars ratio of 1:2 as established by USOE. It should be noted that the great variations in available resources in each state within Region II necessitated a more equitable distribution of Project funds to insure a minimum capability even in the smallest state.

Planning and supervision of teacher training activities was accomplished essentially through the respective field coordinators and the State Departments of Education. Project staff was made available throughout the year for any training activity carried on during the past year. The extent of Project involvement in planning was related to the existing staff development capabilities. The Project office developed forms for reporting every training activity that was conducted in Region II. These reports include financial facts, personnel, program content and evaluation. In compiling this report it was evident that the existing reporting form was inadequate and appropriate changes would have to be made.

Recommendation No. 2

These regional staff development centers should have responsibility for keeping track of the number of teachers trained using the funds allocated in the particular region for that purpose. This information should reflect the regional teacher training activity separately from the state and local records. The records should be clear and unencumbered by qualifications as to their correct interpretation or meaning.

As a result of the reporting system developed by the Project, data were collected and summarized in the above TABLE. The TABLE indicates the number of participants trained by individual state: 4,330 teachers, administrators, and supervisors in the State of New Jersey; 148 in the State of New York; 248 in the Commonwealth of Puerto Rico; and 149 in the United States Virgin Islands. Disparities in reporting resulted from New Jersey and Puerto Rico combining 309(c) and shared cost supported activities. The Project will attempt during the second project year to report separately for each state 309(c) trained participants, however, this is difficult because the individual coordinators are by definition encouraged to integrate not separate staff development efforts from already operating efforts.

New York's 148 participants reflect only those who were trained by Project 309(c) funds. This lower figure was a result of New York's emphasis during the first year to establishing staff development sub-systems. Unlike most other states, not only regionally, but nationally, New York met their shared cost obligation through monies forwarded directly to the Project and, therefore, did not report numbers trained through non-Project funded activities.

Puerto Rico's 248 participants reflect both 309(c) and shared cost funded training efforts.

In the Virgin Islands, 149 participants were all trained using staff development 309(c) funds. This number included all adult educators in St. Thomas. The total trained in the past year exceeds the total from all previous years.

The New Jersey number of participants is high in comparison to the other states because at the present time participants are recorded by attendance for each discrete activity, not by individual. During the second Project year attempts will be made to identify training by individual.

Recommendation No. 3

Regional Staff Development should also record what type of training is being done, i.e., preservice and inservice, and the content of the training program. This evaluation function, if correctly carried out, would help the Center via the feedback mechanism to more effectively plan on a yearly basis to meet the needs with reference to type and content of training.

The TABLE also indicated activities by type of training: preservice or inservice. These two types were further divided into college (institutions of higher education) and other. Two preservice training activities, one in New Jersey (Rutgers University) and one in the Virgin Islands (College of the Virgin Islands), involving twenty-three and eight persons respectively, were conducted. Most of the training, however, was inservice and was provided generally through non-college credit-oriented types of agencies: for example, state departments, special short institutes, Adult Education Resource Centers, etc. However, distinctions between preservice and inservice training are frequently difficult to make, and arbitrary designations are sometimes required. For example, a number of individuals took graduate courses at Rutgers University, but they were recorded as inservice because they were also involved with a non-credit inservice program.

In the states of New Jersey, New York, and the Commonwealth of Puerto Rico, a total of 241 persons received training through institutions of higher education. There was no inservice training provided in the Virgin Islands through an institution of higher education.

Most of the inservice training provided during the first year was through other sources. A total of 4,603 participants received such inservice training. Some of the content of the programs included the following:

1. Needs assessment in adult education
2. Task analysis and job restructuring for career ladder in adult education
3. English as a second language (ESL)

4. Biculture-bilingual aspects of adult education
5. Psychology of adult learning
6. Teacher of the unemployed and underemployed seminar and practicum in adult education
7. Writing behavioral objectives and curriculum development, etc.

Recommendation No. 4

The Regional Center should be able to tell how many times a particular teacher receives training and how many clock hours of training each teacher receives. Use of computers and some type of enrollment system via central data processing would considerably simplify this task. Since a central computer system for regional or state training activities is not presently available, forms were developed to report such activities. Because of the limitations of this manual system, it was not possible, as noted earlier, to tell how many times a particular teacher received training, thereby making comparison difficult. On an average each participant received 15 2/3 hours of training in Region II totaling 76,340 hours of training. The system will be improved so that eventually a training profile is available for individual ABE staff.

Recommendation No. 5

Likewise the record system should be able to account for the total number of clock hours of instruction (as contrasted with the *more commonly used figure of "contact hours") per training program*. The total number of training hours provided in Region II was 76,340. The breakdown by training activity is provided in the individual state reports (Exhibits) at the end of this document.

Recommendation No. 6

The total direct cost and total amount of cost sharing should be recorded for each training activity and these figures should be kept for regional, state, and local teacher training programs.

The breakdown of these figures is included in the Exhibits. On an average, 15 2/3 hours of training were provided to each of the 4,875 individuals who participated in Region II Staff Development activity. The average training cost for 309(c) monies was approximately $70.45 per participant or $3.86 per training hour. However, as mentioned above, state activities under shared costs are included in these figures.

The $3.86 cost compares most favorably with previous hourly costs for 309(c) teacher training activities which frequently averaged out to better than $10.00 per participant training hour.

The Region II Staff Development Project, as is probably true of its regional counterparts, has provided training at a much lower cost than previous ABE training, and should continue to lower the cost, but its most important goal is to establish a system that brings about more effective training. The staff of the Project reaffirms their belief that neither numbers trained or lower hourly rates are by themselves criteria for success.

The worth of the Project is reflected, hopefully, in the actual efforts undertaken by each of the states and the Project Office in order to meet the objectives of the grant. In order to meet the objectives, it is imperative that true needs assessment in each state and territory of Region II be conducted prior to the planning of any long-range training activities.

One of the most effective and economical methods for such a needs assessment was to survey the characteristics of adult education personnel and develop a profile. An initial survey form was developed at the Project Office and then adjusted to the needs of each state. One of the four surveys completed to date is that of New Jersey. A few items of this survey have been highlighted as follows:

> An initial survey of 844 adult education personnel in New Jersey reveals that there are slightly more males than females involved in working in adult education. There were 407 females (48.2 per cent) and 420 males (49.8 per cent).
>
> In general, 37 per cent of the adult education personnel are less than 30 years of age and 66 per cent of sample are less than 40 years of age.

435 or 50 per cent of the population surveyed does not possess a master's degree. Furthermore, 691 or 81.9 per cent of the respondents did not have a single credit in adult education. Only 153 or 18.1 per cent of the population surveyed had three or more credits in adult education. This information would strongly suggest the need for a master's degree program in adult education.

78.4 per cent were certified teachers whereas 21.6 per cent either did not respond or were not certified.

In the area of inservice workshops, 690 or 81.8 per cent of the respondents did not respond, which suggests only 18.2 per cent of the total respondents had attended one to three institutes.

There were more secondary education teachers (38.6 per cent) than elementary education teachers (27.6 per cent.) 2.4 per cent had no prior experience in education and 15.5 per cent did not respond, while 15.9 per cent had other kinds of experience. 46.7 per cent had three or more years experience in adult education, while 36 per cent had less than three years of experience in adult education.

360 or 42.7 per cent of the respondents were employed by ABE Title III programs, while 40 per cent were employed by HSE, WIN and adult literacy programs combined, with 18 per cent not responding.

30 per cent of the respondents were employed for four hours or less per week while only 17 per cent were employed for more than 20 hours per week.

The average hourly rate for the 580 or 82.2 per cent reporting was $7.73 per hour.

A similar but more comprehensive analysis is suggested for New Jersey as well as the other states during the second year of operation. This type of analysis can do much to provide a more rational basis for future staff development.

Note: See detailed analysis in Exhibit I

Project Objectives

Objective No. 1

To identify the necessary competencies that adult educators should possess in performing their tasks.

New Jersey (see Exhibit I)

The initial planning meetings for the development of performance based certification in adult education were conducted with the State Department of Education, Division of Field Services, Bureau of Adult Continuing Education and Bureau of Teacher Certification and Accreditation. As a result of these meetings, it was agreed that the investigation of possible certification in adult education should be conducted in four major areas: Adult Basic Education, English as a Second Language, High School Equivalency and Counseling. A task force was formed for each area representing many levels and areas of expertise. These task forces met twice a month for the past year to prepare a comprehensive list of tasks to be performed and those tasks and to begin developing an instrument that would measure the minimum competencies required of an adult educator. The project was coordinated by the New Jersey Staff Development Field Coordinator and directed by the Director of Special Projects of Teacher Education and Credentials, Bureau of Teacher Certification and Accreditation.

In order to enhance the skills of selected task force members, a training program was provided in the techniques of task analysis and job restructuring. Hopefully, results will be available by the end of next year to be used by the State of New Jersey Bureau of Teacher Certification as a criteria for certification. However, in any case, these task forces will provide competency-based training (preservice and inservice) for adult educators.

New York (see Exhibit II)

In order to identify necessary competencies, a Task Analysis and Job Restructuring Institute conducted by Manpower Management Institute was held to train adult educators involved in the identification of tasks and competencies. As a result of this training, a group of New York State adult educators now possess the initial skills essential to a rigorous competency identification system.

Plans for further workshops at local levels to identify necessary competencies have been made. The Project Field Coordinator for the State of New York also asked that institutions of higher education submit proposals with a research design to perform the task analysis and to coordinate this particular aspect of performance based education.

Puerto Rico (see Exhibit III)

To identify the necessary competencies, a task analysis institute was held for adult educators in the Humacao Region. As a result, it was recommended that each of the five other educational regions should also receive comparable training in order to begin the competency identification process.

According to the recommendations from the Humacao Region and the State Department of Education, two persons from the Humacao Region were identified to act as resource persons for the other task analysis and job restructuring institutes.

The second institute was held in the Caguas Region and similar institutes for the other four regions were planned for 1973-74. Two persons from each region were selected to act as resource persons within their own region and to help conduct the institutes in the other regions. Materials for conducting such institutes were obtained from the Project Office.

Hopefully a cadre of adult educators with task analysis skills will exist as a permanent resource to assist local programs in identifying teaching competencies for a more effective training.

Virgin Islands (see Exhibit IV)

To identify necessary competencies, one task analysis and job restructuring institute was conducted to train all 54 of the adult education and adult basic education personnel in St. Thomas. As a result of this institute, a group was formed to follow-up on the institute activities and actually perform the task analysis for the virgin Islands. A similar institute was planned for St. Croix and St. John in the coming year.

Results of the follow-up on the task analysis in St. Thomas are being reviewed and will be available sometime during the next year. It is hoped that at the end of the second year of the Project, all four states will have documentation of the necessary competencies required of adult educators to perform their tasks and that training activities -- preservice and inservice -- will be performance based and geared to the needs of the individual states.

Objective No. 2

To develop specific career patterns for individuals interested in Preparing for existing and for future roles in adult education.

New Jersey

The rationale for the training in Task Analysis and Job Restructuring served three purposes:

1. to develop competencies of adult educators to analyze their own jobs in terms of tasks performed and competencies required to perform those tasks,
2. to gain competencies in order to identify competencies required of adult educators in performing their tasks,
3. to develop career patterns that will prepare individuals on performance-based criteria thus providing them opportunity for upward career mobility.

Based on these assumptions, the Region II Project Office, in cooperation with the Division of Field Services and the Division of Vocational Education, prepared a proposal and acquired EPDA funds to provide performance-based training for individuals interested in preparing for existing and future roles in adult education. (A report of this Project has been prepared as a separate document).

The Project was called the "Teacher of the Un- and Underemployed." A total of 87 persons received training. The Project ran in two sections, one for South Jersey and one for North Jersey. Three graduate or undergraduate credits were available for those participating. The section in South

Jersey was held at the Adult Education Resource Center, Glassboro State College, the northern one at Montclair State College. Enrollees were composed of personnel from MDTA, Employment Services, High School Equivalency, WIN, and ABE programs. (See Exhibit VI)

New York

Based on the assumptions stated above, a one week long Task Analysis and Job Restructuring Institute was held at Syracuse, New York. Twenty participants attended the institute. The participants represented the adult basic education personnel from across the State of New York including the State Department personnel. The Institute was conducted by the Manpower Management, Inc.- a private Washington based organization.

Puerto Rico

Two graduate courses were planned through the University of Puerto Rico to prepare individuals interested in existing and future roles in adult education. These courses are in progress this summer (1973) and will be recorded in next year's report.

A graduate program in Adult Education at the University of Puerto Rico was planned. The proposal was written and submitted to the University's Academic Senate for approval. The graduate program in Adult Education at the University of Puerto Rico was designed to be Performance-Based and to develop specific career patterns in adult education. The Project was a joint effort of the State Department of Education and the HEW Region II Staff Development Project. This program, in addition to providing opportunities for preparing individuals in Puerto Rico, also has the potential of training adult educators from throughout Region II in bicultural and bilingual education. The proposal contains numerous suggestions for developing future consortia with other institutions in Region II.

Virgin Islands

One non-credit course was offered through the College of the Virgin Islands, (the first collegiate level course ever offered adult educators by the Institution,) to develop specific career patterns for individuals interested in preparing for existing and future roles in adult education. This course was attended by eight personnel for 15 weeks during the Spring Semester. This course was designed to create an awareness in individuals interested in existing and future roles in adult education and to develop a specific career pattern in the Virgin Islands.

Objective No. 3

To identify the existing training resources available within and outside of Region II (formal and informal) which have the capacity of assisting Region II in attaining Project Objectives.

To identify the existing training resources within and outside of Region II, several formal and informal contacts were made. The possibility of utilizing these resources were encouraged through the Field Coordinators by telephone and letters. A Newsletter was regularly distributed to some 600 individuals identifying activities and resources available to adult educators from many agencies.

The members of the Region II Staff Development Project staff met quarterly to discuss and share such information in addition to other business activities. The Advisory Committee was encouraged and asked to recommend any possible resources useful in meeting project objectives. Some of the more obvious and utilized contacts by various states are as follows.

New Jersey

Rutgers, the State University of New Jersey, has been very active in the development of Bicultural materials for adult education. The Project also has a subcontract with Rutgers to develop these and field test them throughout the state and across the region. The four adult education resource centers at Montclair State, Newark State, Jersey City State, and Glassboro State Colleges, funded by the state have been very effective and cooperative in providing inservice training for adult education personnel. The Mid-Atlantic AMIDS was utilized to conduct inservice training for adult educators in task analysis and job restructuring. The Adult Education Resource Center at Glassboro State College shared heavy responsibility for providing training for 42 adult educators mentioned above as participating in the EPDA funded Teachers of the Un- and Underemployed Project.

A cooperative effort is underway with the New York State Department of Education and the New Jersey State Department of Education to combine the ESL certification work, with the project field coordinator working as liaison between the two departments. The Office of MDTA of the N.J. Division of Vocational Education, the Employment Service, HSE, Teacher Certification and WIN agencies were contributing members to Project efforts.

New Jersey, in cooperation with New York State, identified resources and learning centers to provide week-long training for 17 adult educators from Puerto Rico in the operation of learning centers, curriculum materials, and ESL.

New York

Some of the existing training resources available and utilized by New York State during the past year included

- State University of New York at Albany
- Teachers College, Columbia University
- Syracuse University
- Cornell University
- Phelps-Stokes Foundation
- Puerto Rican Forum
- MIND, Inc.
- ERIC Clearinghouse for Adult Education

New York is also planning the production of 20 one-half hour TV series, in color, on the Psychology of Adult Learning in cooperation with the N.Y. Bureau of Mass Communications. For the production of this series, the State Department of Education in Baltimore, Maryland, was contacted to provide assistance to avoid duplication and give Region II the benefit of their experience with similar TV productions.

Manpower Management Institute was also utilized to conduct a task analysis and job restructuring institute.

Learning Centers in New York State provided training for 17 adult educators from Puerto Rico and five from the Virgin Islands in the operation of learning centers, curriculum development, ABE, GED, and Counseling.

Puerto Rico

The utilization of existing training resources available within Region II have been restricted in Puerto Rico primarily because of distance and available funds. However, the resources in New Jersey and New York as noted above, were employed to train 17 adult education personnel in various aspects of learning center operation.

A meeting with Project Communi-Link (Colorado State University) was planned, but because of the change in administration, this effort did not take place.

The experiences of Region IV in the development of graduate programs at various institutions were shared through the Director of the Region IV Staff Development Project who advised on the development of a performance-based graduate program in adult education at the University of Puerto Rico. The experiences and expertise of Florida State University was also used in an advisory capacity to assess the proposed graduate program.

Two graduate courses in Adult Education were arranged to be given during the summer of 1973 through the University of Puerto Rico. Several personnel at the University and in selected programs were identified as training resources available to the Commonwealth of Puerto Rico. Meaningful relationships have been developed between the Staff Development Project and the Model Cities Training Programs. Preparation for identifying all training funds in various programs to be pooled under the Staff Development Office are under way. Once this objective is achieved, the training resources of ABE, ESL, WIN, and MDT will be identified and through cooperative planning utilized to meet each agency's needs in staff development

Virgin Islands

Although the resources available in the Virgin Islands are very limited, the extent of cooperation and acceptance of Project Objectives has been excellent. The College of the Virgin Islands for the first time was involved in adult education staff development activities. A three hour non-credit course was offered through the College. The "Right to Read" program and the Reading Center specialists at the College of the Virgin Islands were asked to provide assistance in the development of an Adult Informal Reading Inventory.

The Project worked closely with the Chairman of the Advisory Council for the Virgin Islands on Vocational Education. The Project was also very successful in establishing relationships and identifying existing training resources in St. Croix with the Insular Superintendent of Schools and the Committee for Human Resources. Throughout the year, a very close relationship evolved between the Staff Development Project and WIN Programs and, hopefully this cooperative effort and the utilization of resources will continue to expand.

Objective No. 4

To assist each state in designing a career development plan in adult education that is competency based.

New Jersey, New York, Puerto Rico, and The Virgin Islands

All four states had access to the Project staff in designing competency-based career development plans. The Project staff was assigned certain man days to spend in the field besides being available to conduct any training or help in any activities at the request of the individual states. The first step in the development of a competency-based plan was a needs assessment. The process of needs assessment is complicated and time consuming. It was decided that an instrument of needs assessment be developed and field tested. The Project Office is in the process of developing such an instrument.

During the first year of the Project, survey cards were developed and distributed in Region II through the Field Coordinators. This data was collected and is in the process of being tabulated. Although the data at this point only refers to a survey of the personnel, it will be helpful in determining the training needs of adult education personnel in each state.

Objective No. 5

To assist each state in designing and carrying out performance based programs for both preservice and inservice training.

New Jersey

Most activities reported in Exhibit I were performance based.

The Project staff was available during all preservice and inservice training. An Institute in English as a Second Language was held at Jersey City (see Exhibit I). Inservice training activities were carried on in cooperation with the State Department of Education, Rutgers, the State University, and the four Adult Education Resource Centers. The Field Coordinator was involved in the planning and implementation of staff development inservice training activities to ensure the performance based nature of activities and to assist in the conduct of training sessions. A performance based workshop was held in Trenton for the trainers of adult education personnel and resource center directors to train them in performance based staff development.

New York

A performance based training institute was held in Syracuse, New York for the state department personnel and selected directors of adult education programs responsible for providing training at the local levels. As a result of this workshop, two groups were formed to carry out the follow-up studies and develop further competency to provide assistance in performance based training at the local level. Another group was engaged in the development of an assessment tool to assess the training needs and competencies of adult education personnel.

Puerto Rico

The Project staff was actively engaged in assisting Puerto Rico in the development of a performance based graduate program at the University of Puerto Rico. Two Task Analysis Institutes were held in two of the six educational regions in Puerto Rico to train the staff in performance based training concept. In both regions, two personnel were identified as resource persons who would be responsible for conducting additional Task Analysis Institutes in the four remaining educational regions. Assistance from the Project Office will be available during the training sessions.

Virgin Islands

One Task Analysis Institute was held in St. Thomas to train all 54 adult educators, directors, supervisors and teachers in the concept of performance based staff development. As an outcome of the Task Analysis and Job Restructuring Institute, a group of eight adult educators participated in a follow-up training session to acquire more competence in order to provide assistance at the local level and conduct similar training sessions on St. Croix and St. John. An initial document has been prepared by this group to identify the tasks to be performed and the competencies required to perform these tasks.

Objective No. 6

To integrate the Region II plan with Adult Education 309 Projects as well as with USOE priorities as the Right to Read program and educational technology efforts.

The HEW Region II Staff Development Project worked very closely with at least four other regional projects, and in a limited fashion with the remaining regional staff development projects. All activities of HEW Region II Staff Development Project were described through the Newsletter sent to all ten Staff Development Projects as well as through personal letters, contacts and telephone conversations.

The expertise of Region IV Staff Development Project was utilized by Region II in the development of potential graduate programs at the University of Puerto Rico and in New York State. The Project staff worked very closely with Project "Think Tank" and participated in the Region I and II seminar. The Project developed working relationships with the Puerto Rican Forum, the ABE staff in New York City, and with the Phelps-Stokes Foundation.

The findings of the University of Missouri National Teacher Training Survey were utilized by maintaining a close contact with that project's staff. The Project worked very closely with the Newark, Paterson and San Juan Model Cities Projects.

Furthermore, the Project encouraged intra-regional participation by the Region II Staff Development Project personnel through various activities.

The field coordinator from the Virgin Islands attended the 1972 Summer Curriculum Development Institute at the State University of New York at Albany, a 309(c) Teacher Training Project. The expertise from New York State Department of Education and the Albany Training Center were used to train five state department personnel from St. Thomas, in ABE instruction and learning center operation. Several learning centers and personnel were identified in each of the four states to be used to help the other state's needs.

The TV program for the Psychology of Adult Learning utilized the expertise from the Maryland State Department of Education to minimize duplication.

The Northeast AMIDS (serving New York) and the Mid-Atlantic AMIDS (serving New Jersey) were used but unfortunately, with very disappointing results. Much of the failure occurred apparently from numerous administrative changes which resulted in an inability to follow-through on agreed upon activities.

Objective No. 7

To develop individualized training materials for local adult education personnel inservice training.

A bilingual-bicultural project was funded at Rutgers to develop individualized instruction materials to create an awareness of bicultural education for adult education. New York City Title III staff and the Puerto Rican Forum have begun to develop teacher training materials in bi-cultural education.

This project developed reference pamphlets on inter-cultural communications and acculturation problems in adult education. One Language Cultural Institute was held in New Jersey and two graduate courses were offered at Rutgers to emphasize acculturation problems in adult education.

This project also produced bibliographies on various aspects of inter-cultural communication and bilingual-bicultural education. An adult informal reading inventory was developed in the Virgin Islands suitable to the unique needs of the Island's population.

Objective No. 8

To provide local adult education personnel with access to available information and resources for staff training.

The Project staff provided access to available information and resources for staff development in Region II and across the nation through a Newsletter. Similar information was also distributed through newsletters in New Jersey, New York, and for the first time, the Virgin Islands. Distributors of local newsletters were encouraged to use the information from the regional newsletter.

A comprehensive guide was prepared by the New York Field Coordinator after a survey of collegiate level courses available throughout the State of New York. This guide was made available throughout the State of New York and other states in Region II. Pertinent information was also requested to be included in the New York State News Bulletin.

Plans for the second year include the conducting of a number of seminars to bring representatives from selected Projects from around the country to Region II to share their findings with local personnel.

Objective No. 9

To encourage adaptations of research and innovations for adult education inservice training.

Materials, prepared on Task Analysis and Job Restructuring Institutes were shared with each state across the nation. The project maintains continuous contact with field coordinators and state department personnel and suggests attendance at selected training activities as well as provides a continuous flow of information to the field. The project staff reviews research and other successful preservice and inservice efforts from across the nation and encourages consideration for possible adaptation and/or adoption in all four states through its field coordinators.

A professional seminar was planned for early in the second project year to bring together representatives from various innovative projects to share the implications of their activities with selected Region II adult educators.

EXHIBIT I

(July 1, 1972 - June 30, 1973)

FIRST YEAR INTERIM REPORT

HEW REGION II ADULT CONTINUING EDUCATIONAL STAFF DEVELOPMENT PROJECT
STATE OF NEW JERSEY

PREPARED BY MARGARET FALCONE

OFFICE OF ADULT BASIC EDUCATION
DIVISION OF FIELD SERVICES
N.J. STATE DEPARTMENT OF EDUCATION
TRENTON, NEW JERSEY 08625

A

PROGRESS REPORT

Language - Culture Conference and Staff Development Institute

Title III PL 91-230-309C
Rutgers University - Graduate School of Education

Submitted by E. C. Condon, Director

Date - 12/21/72

"During FY-1971 of 640 administrative supervisory teaching counseling, and paraprofessional staff employed in the instructional programs under Title III, P.L. 91-230, 500 received specialized training. In the Work Incentive Program, 103 staff in all categories mentioned above were trained. This training was accomplished through the four Adult Education Resource Centers (AERC) located within the State College complexes at Glassboro, Jersey City, Montclair, and Newark with each of the four centers providing a minimum of three training sessions."

The coordinating of the training sessions and dissemination of a calendar of training dates was undertaken by the coordinator for Staff Development Project.

FY-1972 found the four AERC's providing training to an increase number of local program staff.

In addition to the mandated three training sessions for each AERC, 124 additional workshops were held, whereby 3,262 teachers, administrators, counselors and paraprofessionals received training representing 9,165 clock hours.

The Operational Objectives for New Jersey are:

1. To sponsor in cooperation with Rutgers University a Language-Cultural Institute for adult educators in Region II.
2. Provide a three-credit, two tract graduate course in English as a Second Language at Jersey City State College for both new and experienced teachers of New Jersey and New York.
3. Investigation of the implementation of a task force on adult education to the existing competency based certification study being conducted by the State of New Jersey, Bureau of Teacher Education and Academic Certification.
4. Provide competency based training to teachers in the ABE,WIN, and MDTA programs. Three graduate credits to be given to participants by Montclair State College.
5. Development of a profile on adult education staff of ABE, WIN, and GED programs in New Jersey.
   a. To make Institutions of Higher Education more aware of adult education programs in their communities and of the Region II Staff Development Project.
   b. To develop with Institutions of Higher Education graduate and/or undergraduate credit courses in adult continuing education.
   c. To foster professional growth in adult educators by instituting a doctoral program in adult education at Rutgers University.

1. To sponsor in cooperation with Rutgers University a Language-Cultural Institute for adult educators in Region II.

One of the top priorities in New Jersey is to provide training for teachers of English as a Second Language. Dr. Eliane Condon, a national figure in this area, submitted a proposal for a Language-Cultural Institute and subsequent workshops. The workshop leaders, adult educators who are doctoral candidates at the University, were trained this year by Dr. Condon in preparation for the workshops to be held during FY-1974.

A three-day conference of knowledgeable experts in the field of language and culture was held in March. Dr. Condon and staff reviewed the transcriptions of this conference and have selected five excerpts for dissemination. A selected bibliography of reference materials on language and culture also was compiled, duplicated and is now ready for dissemination. See attached report for more detailed report.

Upon receipt of grant award the following steps were taken:

1. Personnel Selection:

All personnel were selected and hired. They include in addition to the director, who represents the French speaking minority, the following:

Mrs. Carmen Ross - graduate assistant - representing the Spanish-Puerto Rican minority

Mrs. Tamara Skvir - graduate assistant - representing the Russian-Polish minority

Mrs. Alice Hopkins - secretary - representing the black minority

2. Materials Development:

A survey of reference materials concerning various aspects of culture, biculturation, and cross cultural problems has been completed, and a selected bibliography on these topics has been prepared. It is now ready for duplication and dissemination.

*Note These latter two stages have been prevented by the untimely occurrence of an automobile accident which deprived the institute of secretarial services.

3. Communication:

Plans for the projected conference on culture have been developed, and all initial arrangements made for the following:

(a) Physical Facilities
The conference will take place at the Ramada Inn in New Brunswick, New Jersey, which will provide a conference room, as well as room and board for the participants.

(b) Schedule of Activities
The dates are March 13, 14, and 15. An initial schedule of topics has been submitted to all participants. (See form attached herewith.)

(c) Conferees

A list of top ranking experts in the field of cultural studies has been drawn, and nine specialists, representing various cultural aspects have been selected for participation in the conference. The following scholars have accepted the invitation:

(1) Howard Lee Nostrand - specialist in French - Spanish culture and cultural instruction.

(2) Nelson Brooks - specialist in cultural materials and classroom activities for biculturation.

(3) Francis L. Hsu - specialist in Chinese culture - contrastive cultural behavior.

(4) John Szwed - specialist in black culture and cultural conflicts.

(5) Michel Beaujour - specialist in American - French culture and semiotics.

(6) Ned Seelye - specialist in Spanish-American culture - contextual language teaching through cultural capsules and assimilation.

(7) Alfonso Ortiz - specialist in Indian culture and cultural anthropology.

(8) Robert Lado - specialist in American-Spanish culture and linguistics.

(9) Edmund Glenn - specialist in slavic culture and intercultural communication.

Cultural experts located on campus will be invited to participate on a volunteer basis.

4. Staff Training:

In anticipation of the summer (1973) teacher training institute in bicultural education, group leaders have been trained in the regular Ed.D language education program courses. These include the two assistants, and one other doctoral student, Mrs. Carol Roscoe.

Leadership training in cultural education is also being made available to other Ed.D students, among them, three educators, already involved in adult education:

(a) Richard Hitt - Glassboro State Teachers College

(b) Kathryn Taschler - Jersey City State College

(c) Patrick Schifano - Adult ESL - Teacher - Bayonne Board of Education, New Jersey

In addition, several adult educators interested in language-culture education have been accepted into the Graduate School of Education M.Ed. program.

Name ____

Address ____

Telephone ______________ Social Security Number ______________

1. I will be ( ) able to attend the Language-Culture Institute.
   ( ) unable

2. Transportation to be used:* ______________________________

3. Approximate arrival time in New Brunswick: hour _____ date ___________

4. Suggested Topics:

   a. General conflicts between middle class Americans and minorities.

   b. Racial attitudes and conflicts in social, economic, and academic situations.

   c. Discriminatory practices affecting human relationships -- academically, economically, socially, and politically.

   d. Ecological and linguistic problems of minorities; Spanish-speaking, French-speaking, Blacks, Indians, Orientals, and other groups.

   e. American value system today and in the immediate future.

   f. Viable solutions to existing problems.

   g. Instructional materials and techniques for biculturation.

   h. Comments and suggestions: ______________________________

   ____

   ____

Recommendations of people who would be an asset to a conference on cultural studies:

a. Name ______________________ Telephone ____________

Address ____

b. Name ______________________ Telephone ____________

Address ____

c. Name ______________________ Telephone ____________

Address ____

*Note: Under grant conditions, air travel will be restricted to economy fare; private car transportation expenses in excess of corresponding air fare are not reimbursable.

PART I
Review of First Project Year Activities

INTRODUCTION

The Language-Culture Institute was created to complement services provided for adult learners by educational programs sponsored by State Directors of Adult Education throughout Region II (New Jersey, New York, Puerto Rico, and the Virgin Islands). The activities to be undertaken by the Institute were to center upon the acculturation problems of American citizens who are not members of the dominant middle-class culture, the study of their implications in terms of classroom teaching, the development of biculturative instructional materials, and the training of teachers in methods and materials of what may be called "biculturative education." The project was initially planned for a three-year period, to include the following sequence of activities:

Project Year 1972-1973:	A three-day conference of cultural experts (to discuss cultural problems as they relate to adult education). Preparation and dissemination of cultural materials (conference proceedings, bibliography, reference excerpts). Group leader training (for workshops on cultural understanding and teaching).
Project Year 1973-1974:	Training workshops in cultural understanding and teaching for adult educators. Conference proceedings publication and dissemination. Biculturative instructional materials preparation.
Project Year 1974-1975:	Continued development of biculturative materials (and dissemination). Continued training of adult educators in cultural understanding and teaching. Updating of collected cultural information.

Institute activities are correlated with the Programmed Training unit for cultural understanding undertaken by the State Department of Education in Albany, New York. The latter will provide workshop participants with the necessary background information required to develop teaching techniques and materials for classroom instruction in the specific area of crosscultural communication and general American culture.

The evaluation of program activities is handled by the State Department of Education in Trenton, New Jersey (Adult Education Division).

ACHIEVEMENT OF OBJECTIVES (Stage One, 1972-1973)

1. Process Objectives

Objective 1.b.1: Three-day conference held on March 13, 14, and 15, as planned.

Objective 1.b.2: Five excerpts selected and completed for dissemination. (Derived from conference work).

Objective 1.b.3: Cultural bibliography compiled, duplicated for dissemination. (Search of secondary sources)

2. Product Objectives

Objective 1.a.1: Tapes and transcription of the three-day conference on file.
Editing of transcription now in process; dissemination subject to approval of conferees.
Five excerpts ready as planned.

Objective 1.a.2: Workshop schedule completed for dissemination.

Objective 1.a.3: Cultural bibliography ready.

DESCRIPTION OF ACTIVITIES

First project year activities were devoted to the identification and training of group leaders in biculturative education, and to the collection of data on cross cultural communication as it affects classroom interaction in adult education. A total of forty-eight prospective leaders in adult education received preliminary training in cultural understanding at the

Rutgers Graduate School of Education; among these trainees, fifteen were found to possess good leadership potential in the area of biculturative education (four were found to be exceptional; they will serve as group leaders in the forthcoming workshops: K. Taschler, C. Sueiro-Ross, J. Dye, V. Fedorov). Training for these students included the acquisition of information on principles of crosscultural communication, group discussions of cultural components in everyday situations (leading to conflicts and misunderstandings), and experiences in crosscultural analysis with emphasis on cultural interference in person-to-person interaction. A list of personnel trained during the year has already been forwarded to the Region II Staff Development Project (March 30, 1973).

Data collection activities were carried out in the following manner:

A search was made by the staff in the Rutgers and other libraries, in the ERIC files and U. S. government publications, and in general bibliographies for references dealing with crosscultural understanding and instruction. They were assembled in a bibliography now ready for dissemination. The most significant reference texts, not available at the Rutgers library, were purchased to form the nucleus of a resource center on biculturation and biculturative education at the Institute. ERIC microfiches relevant to these topics were also secured for this center.

A selected group of university specialists in the area of language and culture were invited to a three-day conference at Rutgers University to exchange views, information and recommendations on aspects and problems of intercultural communication at the adult education level. Conferees who were invited to this conference were: Dr. Michel Beaujour (Specialist in American/French cultures and semiotics), Dr. Nelson Brooks (Specialist in instructional materials and cultural pedagogy), Dr. Cynthia Deutsch (Specialist in developmental processes and environmental behavior relationships in the cultural context), Dr. Edmund Glenn (Specialist in Slavic culture, intercultural communication and linguistics), Dr. Francis Hsu (Specialist in Chinese and American cultural anthropology), Dr. Robert Lado (Specialist in American and Spanish cultures, and cultural linguistics), Dr. Eleanor Leacock (Specialist in minority group cultures and cultural anthropology), Dr. Howard L. Nostrand (Specialist in French/Spanish cultures and cultural pedagogy), Dr. Ned Seelye (Specialist in Spanish/American culturals and contextual language teaching). Dr. Alfonso Ortiz (Specialist in American Indian and Mexican-American cultures and cultural anthropology) was unable to participate in the conference as a result of the Wounded Knee affair. Other participants in the conference were representatives from State Education departments in Region II, from the Staff Development Project (Region II), from Rutgers University and from the student body (prospective group leaders).

A list of cultural topics had been forwarded to the conferees in advance, in order to identify those of interest to them. A final list was compiled from the conferees' responses to the initial mailing; it included the following:

1. General conflicts between middle-class Americans and minorities.
2. Discriminatory practices affecting human relationships: academically, economically, socially, and politically.
3. Ecological and linguistic problems of minorities: Spanish-speaking, French-speaking, Blacks, American Indians, Orientals, and other groups.
4. American value system today, and in the immediate future.
5. Instructional materials and techniques for biculturation.
6. Viable solutions to existing problems.

Each of these topics was assigned to a moderator and co-chairman, whose responsibility was to conduct conference discussions in the selected area for a prescribed period of time (approximately two hours for each topic).

Conference proceedings were taped and the tapes transcribed. Both are on file at the Institute. The script is now being edited for publication during the coming year, subject to approval and release by the conferees. Five excerpts have been selected from the conference proceedings and translated into practical classroom recommendations:

Excerpt 1: Introduction to Culture and General Problems of Cultural Interference in Communication.

Excerpt 2: Cultural Interference in Methods of Providing and Deriving Information.

Excerpt 3: Cultural Conflicts in Values, Assumptions, Opinions

Excerpt 4: Cultural Capsule on Kinesic Interference

Excerpt 5: Problems of Acculturation in American Society (Disadvantaged and Immigrants)

These excerpts are now being duplicated and will be disseminated before the end of this month. They represent a set of basic materials on cultural understanding, derived from conference proceedings and translated into practical classroom terms by the Institute staff. They will serve as reference data for teachers of culturally different adult learners.

In order to secure multi-level input on the type of services to be provided by the Institute, a council of regional, State, university and adult education program representatives was formed to act in an advisory capacity to the project. One meeting has been held so far; another will be held during the summer.

An article describing the basic concepts underlying the work carried out at the Institute was submitted in May to the TESOL Quarterly, and an interest sheet on this same topic was distributed at that time to a number of educators attending the TESOL Conference. Forty responses have been received so far requesting further information on the Institute, and indicating willingness, on the part of the respondent, to participate in Cultural Exchange Activities.

Region II Staff
Development Project

State/Institution Language-Culture Inst. Rutgers University
Person Completing Form E. Condon
Date March 30, 1973

STAFF DEVELOPMENT ACTIVITY REPORT

Please complete this form in duplicate after each staff development activity. Return one copy to the Staff Development Project Office and one copy to the Field Coordinator in your state.

A. Description of Activity

1. Who sponsored activity? Staff Development Project x
State Department ____ University or College ____ Local Unit ____
Other ____________

2. Type of Activity (Check appropriate item(s).)

Workshop ____ Institute x Undergraduate Course ____
General course ____ Individual training materials ____
Computer assisted ____ Other ________

3. Topic or title of Activity: Language-Culture Institute - Staff training in cultural understanding

4. Location: Rutgers University, GSE, New Brunswick, N.J.

5. Dates of Activity: September 1972 - June 1973 (two semesters)

6. Number of Participants 48 Male 11 Female 37

7\.

List of Skills or Competence	Number Participating	Number and % attaining skill or competency	Means of Measurement
Knowledge of interference points in crosscultural communication	48	48	Assessment of instructional materials developed by each student (Cultural problem reflected in the language)
Knowledge of language-culture interrelation in adult education	"	"	"
Preparation of instructional materials based upon the above knowledges	"	"	"

B. Description of Participants

1. Type of Participant (number in each category)

Teacher x Counselor ____ Administrator x
Aids ____ Volunteer ____ Other ____

2. Racial or ethnic background: White x Black x

Spanish speaking x Orientals x Other x

3. Program identification of participants:

ABE x MDTA ____

GED ____ Industry ____

WIN ____ Labor ____

Model Cities ____ Other (specify) ____

C. Describe planned follow-up activity:

Periodic workshops designed to develop skills in intercultural understanding, as well as methods and materials of biculturative education, and to develop or adapt ABE materials to the needs of a culturally different population.

Preparation of biculturative instructional units for use in the classroom; reference pamphlets on aspects of crosscultural communication for ABE teachers.

A three-week institute for August 1973, to train ABE personnel in biculturative education.

CHART 'A'*

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute __x__ Workshop ____ Course ____ Others ____ (specify)	Language-Culture Institute	1973 March 13, 14, 15 Ramada Inn New Brunswick, NJ	25	450	$16,000		N/A
Course	Cultural Understanding	9/72 - 6/73 Rutgers University GSE	48	7200			

*The Chart Refers to Objective #1

General Objectives for the Institute

1. To train teachers in appropriate English as a Second Language techniques with emphasis on the Audio-Lingual approach.
2. To stimulate insight into the patterns of American culture which influence English language learning.
3. To provide training in the development, selection and evaluation of materials for utilization in the teaching of English as a Second Language.
4. To provide supervised instruction in the preparation of correctly sequenced ESL lesson plans.
5. To provide a total of twenty-six (26) hours of observation and supervised teaching with classes composed of adults for whom English is a second language.
6. To develop and utilize video tapes as a tool for self-evaluation and subsequent teacher training.
7. To provide experiences related to the teaching of English as a Second Language that meet the specific needs of:
    - a. Beginning teachers (Track I)
    - b. More experienced teachers (Track II)
    - c. State A. B. E. program directors (Directors' section, July 17-18)

2. Provide a three-credit, two tract graduate course in English as a Second Language (ESL) at Jersey City State College for both new and experienced teachers in New Jersey and New York.

Jersey City Adult Education Resource Center (AERC) in cooperation with Glassboro AERC submitted a proposal based upon a system approach using behavioral objectives to the Office of Adult Basic Education, Division of Field Services, New Jersey State Department of Education, for state funds.

The three-week institute was held in July, 1972. Forty (40) participants were trained in ESL techniques, emphasizing the audio-lingual approach, using modeling of master teachers, small group discussion, and video tape lessons in addition to a practicum providing supervised instruction.

The practicum was held at a local program in West New York, New Jersey, which operated during the summer months.

During the early afternoon, participants were able to watch video tapes of the master teachers, or of themselves in an actual classroom situation. The participants (teachers) also planned their lessons in the afternoon, peer taught, were critiqued by the master teacher and practiced in an actual classroom situation in the evening.

This was a unique institute enjoyed by the ESL students as well as a valuable experience to the participating teachers.

CHART 'A'*

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute x Workshop ____ Course ____ Others ____ (specify)	English as a Second Language	Jersey City State College June 26, 1972 to July 20, 1972		15 days C 5 1/2 p/d			
Total including stipends			40	3300	$32,000	$800	$9.70
Instructional Cost of Institute			40	3300		$375	$4.54

*The Chart refers to Objective No. 2

3. Investigation of the implementation of task forces on adult education to the existing competency based certification study being conducted by the New Jersey State Department of Education, Bureau of Teacher Certification and Academic Credentials, Division of Field Services.

CERTIFICATION

At the present time, there is not a certification for adult educators. The H.E.W. Region II Staff Development Project, located at Montclair State College, and the Office of Adult Basic Education, New Jersey State Department of Education have joined an existing feasibility study in order to identify competency-based criteria necessary for adult educators. It is hoped that certification based on select performance criteria will improve the quality of adult educators involved in basic education programs, as well as identify the specific skills and behaviors that adult educators might strive to acquire.

In March, four task forces covering the areas of Adult Basic Education teacher, English as a Second Language teacher, High School Equivalency teachers, and Counselors of Adults convened under the direction of Mrs. Margaret Falcone, Region II Coordinator, and Mrs. Denise Pratico, Research Assistant for the project.

Each task force is comprised of 18 members who represent teachers, administrators, resource center and college personnel, and evaluation specialists. Chairmen are Miss Kate Taschler (E.S.L.), Mrs. Dolores Harris (Counselors), Mr. Walter Hauck (H.S.E.), and Mr. Anthony Di Ubaldi (A.B.E.) and Mrs. Joan Fischer (A.B.E.). Dr. Robert Roth is Director of the State Performance Evaluation Project and Miss Ellen Cuniff serves as the appointed liaison agent from the Bureau of Teacher Education and Academic Credentials to the Adult Education Task Forces. Task forces meet monthly in Trenton and have met in sub-groups between regular meetings.

To date, the task forces have nearly completed the identification of specific competencies necessary of teachers in their respective fields. Each task force has varied in its approach to the major tasks of the project.

Goals for the project include that each task force: will determine the specific competencies necessary of adult educators in their respective fields, will identify a means of evaluating these competencies in relation to current or potential adult educators involved in basic education programs, and will suggest the manner in which the requiring of such competencies may be mandated for certification.

E.S.L. (Chart A #1)

E.S.L. task force members have identified competencies in the areas of: E.S.L. Specific Techniques, Common Criteria for all E.S.L. Teachers, and Specific Subject Matter (E.S.L.). Currently, the group is concentrating on the specific knowledge that a certification candidate should possess. As the competencies are refined, suggested evaluators, the criteria to be achieved, the conditions under which the behavior will be exhibited, and the measuring instrument are also being considered.

A.B.E. (Chart A #2)

Originally, A.B.E. task force members grouped competencies in the areas of the Adult Learner, Human Relations, Procedures and Techniques, and knowledge. It was decided that "Human Relations" would most likely contain overlap and that this area best be held off for awhile. At the present time, the members have made listings of detailed competencies necessary of qualified A.B.E. teachers. Their next task is to refine the competencies and decide on a uniform way in which to finalize them.

H.S.E. (Chart A #3)

H.S.E. task force members began with the identification of competencies under the categories of Individualized Instruction, Tasks in Classroom Instruction, Instructional Counseling Guidelines. After considering the areas of overlap and recruiting originally listed competencies, the task force has decided on the following groupings with both cognitive and affective behaviors identified: Professional-Personal, Knowledge of G.E.D., Knowledge of Pre and In-Program Testing, Instructional, and Knowledge of Community Resources. Future meetings of H.S.E. task force will include an examination of subject matter competency areas and the weighting of individual competencies.

Counselors of Adults (Chart A #4)

The Counselors of Adults task force has been concerned that competencies identified be those necessary of an effective counselor regardless of specific tasks required of him in a specific school district.

Three major areas have been identified to date: Cognitive and Affective Techniques, Counselor Functions, and Integration with Life and Class. Currently, the task force is revising the numerous listings under Cognitive and Affective Techniques, that is, what the counselor should know.

CHART A #1

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ____ Workshop ____ Course ____ Others __x__ (specify)		Teacher Education and Academic Credentials Building - Trenton					N/A
Task·Force Certification	E.S.L.	1. 2/21/73 2. 3/23/73 3. 5/3/73 4. 6/1/73 5. 6/21/73	1. 16 2. 17 3. 11 4. 14 5. 11	1. 96 2. 102 3. 55 4. 77 5. 66	1. $26.05 2. 27.45 3. 27.10 4. 28.50 5. 14.25	$1.63 1.61 2.46 2.03 1.30	

The English as a Second Language Task Force met first on February 21, 1973, and has held five (5) meetings averaging six hours, as of the end of June, 1973. The original 17 members displayed much enthusiasm and effort. Small groups with assigned tasks meet between the monthly meetings thus enabling the large group to cover in depth tasks at the regular monthly meetings. Kathryn Taschler, Assistant Director of Jersey City Adult Education Resource Center, served as chairperson.

CHART A #2

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ____ Workshop ____ Course ____ Others x (specify)		Teacher Education and Academic Credentials Building - Trenton					N/A
Task Force Certification	A.B.E.	1. 3/5/73 2. 4/11/73 3. 5/9/73 4. 6/15/73	1. 16 2. 14 3. 15 4. 11	1. 96 2. 70 3. 82.5 4. 60.5	1. 33.95 2. 21.90 3. 22.30 4. 21.50	1. 2.12 2. 1.56 3. 1.49 4. 1.95	

Adult Basic Education Task Force met first on March 5, 1973, and has had four additional meetings between the regular sessions and under the leadership and guidance of Mrs. Joan Fischer, Montclair Adult Education Resource Center Director and Mr. Tony Di Ubaldi, Coordinator, ABE, Newark Learning Center.

CHART A #3

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ____ Workshop ____ Course ____ Others __x__ (specify)		Teacher Education and Academic Credentials Building - Trenton					N/A
Task Force Certification	H.S.E.	1. 3/12/73 2. 4/30/73 3. 5/14/73 4. 6/11/73	1. 17 2. 12 3. 9 4. 8	1. 85 2. 60 3. 45 4. 36	1. 36.15 2. 48.60 3. 48.60 4. 47.40	2.13 4.05 5.40 5.92	

This Task Force commenced on March 12, 1973. Four meetings have been held as of June 29, this year - small group meetings were held in between regular meetings. The identification of competency criteria for this area, due to the five subject areas, has been extremely difficult, however, Walt Hauck, as chairman, and the group have identified general competencies.

CHART A #4

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ____ Workshop ____ Course ____ Others x (specify)		Teacher Education and Academic Credentials Building - Trenton					N/A
Task Force Certification	Counselors of Adults	1. 3/8/73 2. 4/9/73 3. 5/1/73 4. 6/14/73	1. 18 2. 14 3. 11 4. 15	1. 168 2. 70 3. 49.5 4. 90	1. 45.90 2. 38.05 3. 31.80 4. 39.10	2.54 2.72 2.89 2.61	

Counselors of Adults Task Force held their first meeting on March 8, 1973. Dolores Harris, Director of Adult Education Resource Center, Glassboro State College, served as chairperson of this group. A total of four (4) meetings has been held as of the end of June 1973. This group also found 16 of the original 17 members diligently working at the end of June. The average meeting lasted for six hours with attendance also averaging twelve members.

Specific competencies were developed in this short period of time as small groups met between regular monthly meetings.

4. Provide competency based training to teachers in Adult Basic Education, High School Equivalency, Work Incentive Programs, and Manpower Development Programs. Three graduate credits to be given to participants by Montclair State College.

A proposal for a competency based course for the "Teacher of the Un- and Underemployed" was submitted by Montclair State College for funding to the New Jersey State Department of Education, Division of Vocational Education. An EPDA grant was awarded to Montclair to develop, in cooperation with various representatives of the Divisions of Vocational Education, Field Services, Staff Development and teachers from the field, a course to meet the needs of the field. Task force meetings were held, a curriculum developed, and two courses were scheduled. One course was held for 44 participants in South Jersey at Glassboro State College and the other course was given in North Jersey at Montclair State College for 43 participants.

The course proved successful as the evaluation showed with recommendations from participants for a similar course in a different area to be offered during FY-1974.

5. Three closely related objectives concerning Institutions of Higher Education are:

   a. To make Institutions of Higher Education more aware of adult education programs in their communities and of the Region II Staff Development Project.

   b. To develop with Institutions of Higher Education graduate and/or undergraduate credit courses in adult continuing education.

   c. To foster professional growth in adult educators by Instituting a doctoral program in adult education at Rutgers University.

During the past year, contact was made and meetings were held with the following Institutions of Higher Education:

Thomas A. Edison College, a new and innovative college for residents of New Jersey was established July 1, 1972. John J. McGarraghy, Assistant Director for Program Development met with Staff Development staff. An explanation of each program was given and assurance of cooperation between the two was given.

The Thomas A. Edison College was created expressly to administer an External Degree Program that will enable qualified people to earn a college degree or complete a major portion of the work necessary for a degree without attending college in the usual way.

Mr. McGarraghy, by invitation, explained the college's program to the staff of the Bureau of Adult Continuing Education and Adult Education Resource Centers. He also spoke to the adult education directors at their Roundtable meeting.

Utilizing Thomas A. Edison College's Externship Program and the existing Externship at Glassboro State College, hopefully FY-1974 will find volunteers or paraprofessionals earning college credits.

Dr. Ernest Rydell, Assistant to the President, Trenton State College, was invited to the Staff Development Office. A mutual exchange of information was given. An indirect result of the meetings held with Dr. Rydell was the planning for the development of a fifth Adult Education Resource Center (AERC) at Trenton State.

The research assistant working with the certification Task Forces is a graduate student from Trenton State recommended by the Guidance Department.

With the opening of the AERC, constant communication will be maintained.

A meeting with Essex County Community College Model Cities Project resulted with the Newark AERC providing in-service training for the staff of the Project.

Mercer County Community College has expressed an interest in further developing of a program which will prove to be mutually beneficial to both Staff Development Project and the college itself. During FY-1974, it is hoped that courses for paraprofessionals in adult education can be instituted.

Numerous meetings were held this past year with Dean Milton Schwebel, Graduate School of Education, Rutgers University, Dean Schwebel has been most enthusiastic and receptive to the Staff Development Project.

He has been personally involved with the Language-Cultural Conference and Dr. Condon. As a result of the funding of Dr. Condon's project, a full-time position has been written into his FY-1974 budget as the University's commitment to the Project.

Dr. Kathleen Penfield, Graduate School of Education, Department of Administration and Supervision, developed an Introduction to the Field of Adult and Continuing Education course which was offered at Rutger's Graduate School of Education for both semesters of 1972-1973.

Dean Schwebel again has proposed in his budget the salary of a half-time adult continuing education person for FY-1974 with Staff Development supporting the other half of the salary.

Although the implementation of a doctoral program was not anticipated in planning until FY-1975, as a result of the close working relationship with Rutgers University, a doctoral program with emphasis on Adult Continuing Education commenced in FY-1973 in the Department of Administration and Supervision.

"Community and Educational Program Development in Adult Continuing Education," a three-credit graduate course was given at Montclair State College with an enrollment of eight students. This course was competency based. Position papers were developed, as was a community program.

CHART 'A' *

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ____ Workshop ____ Course __X__ Others ____ (specify)	Community and Educational Program Development in Adult Continuing Education	9/72 - 1/73 Montclair State College	8	300			

* The Chart refers to Object No. 6.2

CHART 'A' *

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ______ Workshop ______ Course ___X___ Others ______ (specify)	Introduction to the Field of Adult & Continuing Education	9/72 - 1/73 Rutgers University Graduate School of Education New Jersey	14	630	700	$50.00	$1.12

* The Chart refers to Object No. 6.2 .

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ________ Workshop ________ Course ________ Others ___X___ (specify) Seminar	Adulthood in Contemporary Society	2/73 - 6/73 Rutgers University Graduate School of Education New Jersey	23	863	$700	$30	$.81

* The Chart refers to Objective No. 6.2

Region II Staff
Development Project

State/Institution N.J., Rutgers
Person Completing Form K. Penfield
Date March 15, 1973

STAFF DEVELOPMENT ACTIVITY REPORT

Please complete this form in duplicate after each staff development activity. Return one copy to the Staff Development Project Office and one copy to the Field Coordinator in your state.

A. Description of Activity

1. Who sponsored activity? Staff Development Project_____
State Department_____ University or College X Local Unit_____
Other____________

2. Type of Activity (Check appropriate item (s).)

Workshop_____ Institute_____ Undergraduate Course_____
General course X Individual training materials_____
Computer assisted_____ Other________

3. Topic or title of Activity: Introduction to the Field of Adult and Continuing Education

4. Location: Rutgers University
New Brunswick, New Jersey

5. Dates of Activity: 9/72 - 1/73

6. Number of Participants 14 Male 7 Female 7

7.

List of Skills or Competence	Number Participating	Number and % attaining skill or competency	Means of Measurement
Conceptualization of field of adult education	14	14	Exam
In-depth analysis of adult ed. agency, including program, clientele served & learning needs, economics, controls and comparisons	14	14	Paper & Report
Relation of adult ed. to formal school system, present and future social milieu	14	14	Class discussion & participation. Exam

B. Description of Participants

1. Type of Participant (number in each category)

Teacher	7	Counselor	1	Administrator	3
Aids		Volunteer	2	Other	

2. Racial or ethnic background: White 13 Black
   Spanish speaking Orientals Other

3. Program identification of participants:

ABE	3	MDTA	
GED	2	Industry	
WIN	1	Labor	
Model Cities	2	Other (specify)	Cooperative Extension 3 Aging 1 Armed Forces 1 Police 1

C. Describe planned follow-up activity:

This is the first course in adult education generally taken by masters students in the program, and usually followed by a series of adult education courses and electives geared to improve their competence as teachers or administrators in the field. Rutgers now has a total of 50 students pursuing graduate degrees in adult education (35 masters and 15 doctoral).

Other Activities:

Staff Development Project has been closely involved with the Bureau of Adult and Continuing Education in training the Directors of Adult Education, business office personnel and other administrators of Adult Basic Education and High School Equivalency Programs in the new Joint Application for funding. All day training workshops were held in North, Central and South Jersey to orientate the personnel involved to the processes of Joint Application. The guidelines and the application itself was dealt with in detail at a general session with the trainees participating in small groups to complete worksheets or ask questions. In all, 200 individuals were trained.

The Annual Continuing Education Resident Directors' Institute sponsored by the Bureau was held May 29-31, 1973. Staff Development was involved with the planning. The Institute explored practical and theoretical approaches for operating an effective, largely self-supporting, community oriented adult and continuing education program. The agenda included presentations by: Dr. Curtis Van Voorhees, Dean of the Department of Education, University of Michigan, and Dr. John Rosser, Director, Division of Field Services. Also time was allocated for individual assistance with the joint funding application and program problems. The attached sheet gives the goal, objectives and expectations on the Institute.

The Mid-Atlantic AMIDS conducted a two-day training seminar for members of the New Jersey State Department of Education, Division of Field Services, Bureau of Adult and Continuing Education, and staff development personnel from both New Jersey and New York. The seminar covered the area of Andragogy, A.B.E. Task Analysis, and the writing of behavioral objectives. The attached major objectives were met.

DIVISION OF FIELD SERVICES

Eighth Annual Director's Institute

Theme: Effective Leadership

Goals:
1. To develop and improve technical, conceptual, and humanistic leadership skills.
2. To determine state priorities and strategies.

Objectives:

1. To have the desire and ability to establish and to utilize effective advisory groups.
2. To be able to collect and to utilize data that substantiates the impact of program activities.
3. To be able to develop effective lines of communications in order to promote an awareness, understanding, and acceptance of adult and community education.

Expectations:

1. A specific plan for involving the community in helping to determine the direction of adult education will be initiated for completion when the director returns to his local situation.
2. State-wide plans will be designed to expand adult education to a much broader basis of operation.
3. Evaluative indicators will be developed to assist in measuring the impact of the joint funding application procedure.
4. Training activities for fiscal year 1974 will result as sustaining activities for the institute.
5. It is expected that the directors will leave the institute with an understanding of:
   (a) their leadership strengths and weaknesses
   (b) the necessity of utilizing the joint funding application process for advisory group involvement
   (c) their role in the state-wide interorganizational communications system.
6. It is expected that members of the Bureau of Adult and Continuing Education will have the institute with an understanding of:
   (a) the mission and role of local directors in state-wide planning and evaluation efforts
   (b) the special needs and problems faced by local directors.

DIVISION OF FIELD SERVICES
STATE DEPARTMENT OF EDUCATION
225 West State Street
Trenton, New Jersey 08625

MAJOR OBJECTIVES

At the end of this seminar, if you actively participate, you will be able to . . .

* Measure the value of the Creative Thinking process and Brainstorming techniques for problem solving in your agency.
* Define Andragogy and list the seven steps in the Andragogical process.
* Define and construct a task analysis, including a task listing and task detailing.
* Formulate performance objectives, stating the desired action, the conditions under which that action is to be accomplished and the expected proficiency.

CHART 'A' *

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute________ Workshop___X____ Course__________ Others__________ (specify)	Joint Application	North Jersey April 16	135	810			
		Central Jersey April 18	85	510			
		South Jersey April 19	55	330			
		Bordentown (makeup) - May	25	150			

Resident Institute CHART 'A' *

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute X Workshop________ Course________ Others________ (specify)	Effective Leadership	1973 May 29 May 30 May 31 Rutgers Continuing Education Center	93	2,420	N/A		

Amids

CHART 'A' *

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ___ Workshop ___ Course ___ Others X (specify) Seminar	Andragogy Task Analysis Behaviorial Objectives	2/15 - 2/16 State Department of Education, Trenton, NJ	14	154	N/A		

LIST OF TRAINED PARTICIPANTS

Fall Semester, 1972

Balsamel, C.
Belcheff, N.
Berkowitz, M.
Brooks, B.
Campopiano, R.
Brown, R.
Dye, J.
Fedorov, V.
Fern, V.
Foley, B.
Freda, R.
Gander, P.
Hartley, J.
Hindman, M.
Jordan, G.
Killian, R.
Kwiatkowski, M.
Martell, P.
Martin, I.
McCormick, M.
Medvin, L.
Noce, C.
Ortiz, R.
Peters, J.
Pinter, L.
Rabinowitz, R.
Rebecca, D.
Roscoe, C.
Ross, C.
Varas, A.
Wilkenfield, G.
Sergnese, P.
Skvir, T.
Smith, S.
Sowder, I.
Walsh, B.
Schnurr, B.
Garcia, M.

Spring Semester, 1973

Barnes, A.
Contestabile, M.
Davatelis, T.
Hilaire, P.
Hill, W.
Molloy, K.
Petrello, B.
Sleboda, A.
Taschler, K.
Schiffano, P.

Some Characteristics of 844 Adult Education Personnel in New Jersey

Characteristics	Number	Percent
Professional Status:		
Administrators	81	9.6
Teachers	599	71
Counselors	63	7.4
Volunteers	8	.9
Aides	52	6.2
Secretaries	41	4.9
Sex:		
Female	407	48.2
Male	420	49.8
No response	17	2.0
Age:		
Less than 30 years	312	37
31 to 40	246	29
41 to 50	178	21
51 to 60	82	10
No response	26	3.
Educational Background:		
B. A.	435	51.5
M. A.	282	33.4
Doctorate	7	.8
High School	20	2.4
No response	100	11.9
Certification Status:		
Certified	662	78.4
Non-certified	101	12
No response	81	9.6
Credits in Adult Education:		
None	691	81.9
3 or more	153	18.1

Characteristics	Number	Percent
Number of Institutes Attended:		
One	100	11.9
Two	33	3.8
Three or more	21	2.5
No response	690	81.8
Inservice Workshops Attended:		
One	127	15
Two	76	9
Three or more	289	34
No response	352	42
Experience in Education		
Elementary	233	27.6
Secondary	326	38.6
Other	134	15.9
No response	131	15.5
None	20	2.4
Experience in Adult Education:		
Less than two years	167	19.8
Two years - less than three	137	16.2
Three or more	394	46.7
No response	146	17.3
Program Assignment:		
WIN	69	8.2
Adult Literacy	17.5	2.1
ABE - Title III	360	42.7
High School Equivalency	244.5	29
No response	153	18
Hours Employed Per Week:		
0 to 4 hours	254	30.5
5 to 8 hours	225	26.7
9 to 20 hours	62	7.3
More than 20 hours	144	17
No response	156	18.5

Characteristics	Number	Percent
Salary Rates:		
$4.00 to $6.00	45	5.3
$6.01 to $8.00	283	33.5
$8.01 to $10.00	241	28.6
$10.01 and over	11	1.3
Contract	114	13.5
No response	150	17.8
Source of Salary		
WIN	111	13.2
Adult Literacy	50	5.9
ABE - Title III	237	28.1
High School Equivalency	119	14.1
Local	93	11
Other	25	3
All	1	.01
No response	208	24.6

EXHIBIT II

(July 1, 1972 - June 30, 1973)

FIRST YEAR INTERIM REPORT

HEW REGION II ADULT CONTINUING EDUCATIONAL STAFF DEVELOPMENT PROJECT
NEW YORK STATE

PREPARED BY T. ELAINE PATERNO

DIVISION OF CONTINUING EDUCATION
STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

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I. BACKGROUND

I.- A. THUMBNAIL SKETCH:

HEW REGION II ADULT & CONTINUING EDUCATION STAFF DEVELOPMENT PROJECT

States & Territories Involved: New Jersey, New York, Puerto Rico, Virgin Islands

Grantee: Montclair State College, Montclair, New Jersey

Projected Life of Project: Three years (HEW) FY 72-73 to (HEW) FY 74-75

Anticipated Future of Project: To become an integral function of the respective State Departments of Education

Personnel Directly Involved:

A. Project Staff:

Project Director: Dr. Vincent De Sanctis
Associate Project Director: Dr. Husain Qazilbash
New York Coordinator: T. Elaine Paterno
New Jersey Coordinator: Margaret Falcone
Puerto Rico Coordinator: Ester Pedroza
Virgin Islands Coordinator: Dan Merenda

B. New York State:

Warren Shaver	Chief, Bureau Special Continuing Education*
T. Elaine Paterno	N.Y.S. Field Coordinator
Martha G. Wheeler	Associate, Bureau Basic Continuing Education

*Effective upon May 15, 1973, resignation of Division Director

C. The Department of Health, Education and Welfare:

Dr. Grace Hewell	Program Officer Adult Education Program HEW Region II
Bayard Clarke	Region II Program Officer
Robert M. Worthington	Associate Commissioner, Bureau of Adult Vocational & Technical Education

New York Location: The New York State arm of the HEW Region II Staff Development Project is located in the Division of Continuing Education, New York State Education Department, 55 Elk Street, Room 322, Albany, New York 12224. Telephone: (518) 474-1365.

New York State Project Funds:

Year	Federal*	Source	State	Source
HEW FY 72-73	$67,000	Title III 309-c	98,000	Title III
HEW FY 73-74	$67,000	Title III 309-c	150,000	Title III
HEW FY 74-75	$67,000	Title III 309-c	?	Title III

*New York State has the largest single project allotment.

New York State Purpose: To institutionalize and systematize innovative approaches to Staff Development which will enhance the interaction of the Adult Educator and Adult Student so that the learning environment becomes increasingly conducive to appropriate learning.

Conditions of Attainment For First Three Years of Project Life:

1) Meet appropriate Staff Adult and Continuing Development needs of ethnic and racial minority group members and women.

2) Provide career opportunity for ethnic and racial minority group members and women.

3) Involvement of minority institutions.

4) Development toward the Competency-Based Staff Development approach to training.

5) The support and cooperation of the State Education Department and the field personnel.

6) Provisions, where possible, for regionalism.

New York State Priority Staff Development Needs:

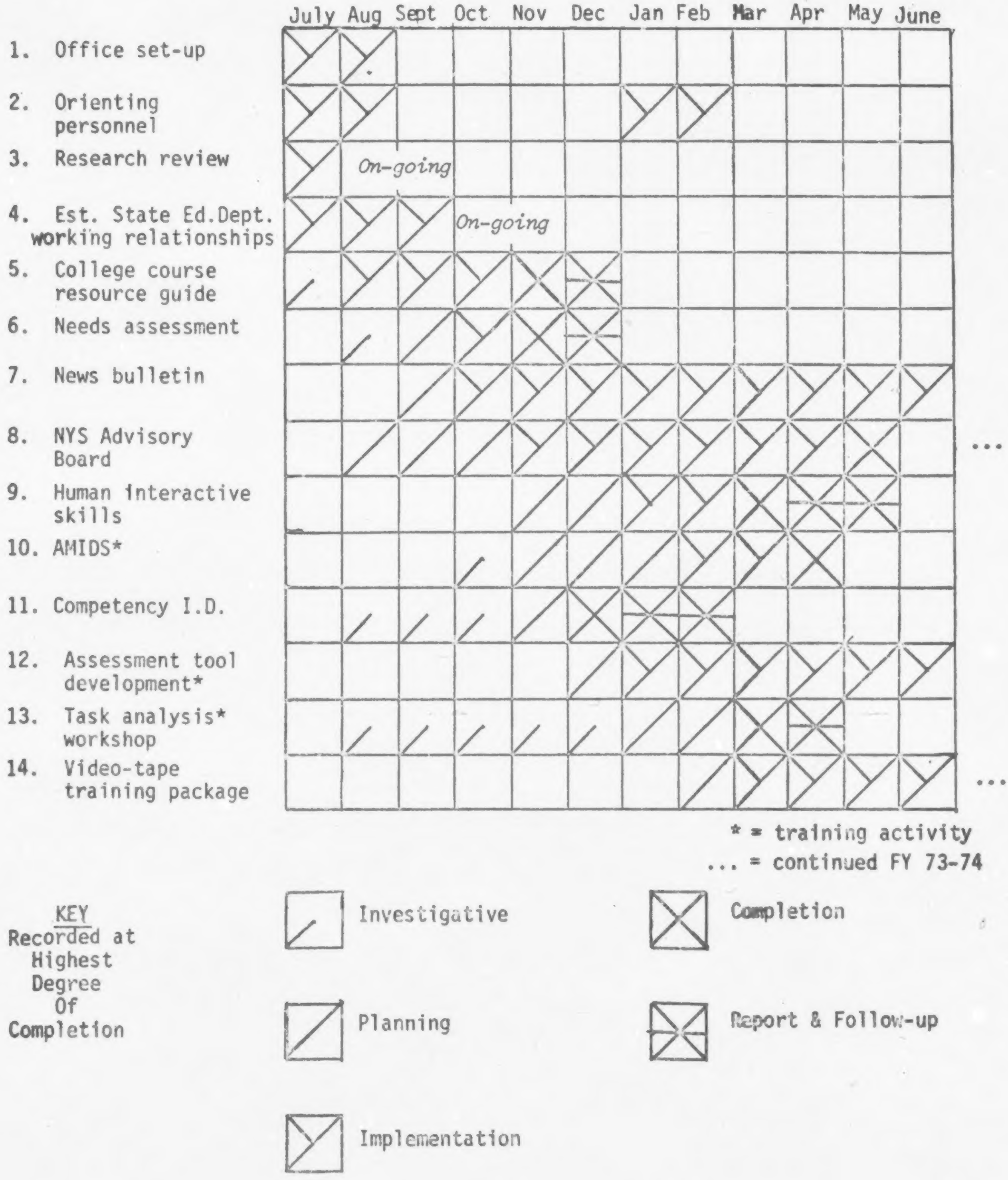
1) Staff value orientation and appropriate predisposition to the adult student.

2) The teaching of basic reading to adults.

3) Counseling the adult student.

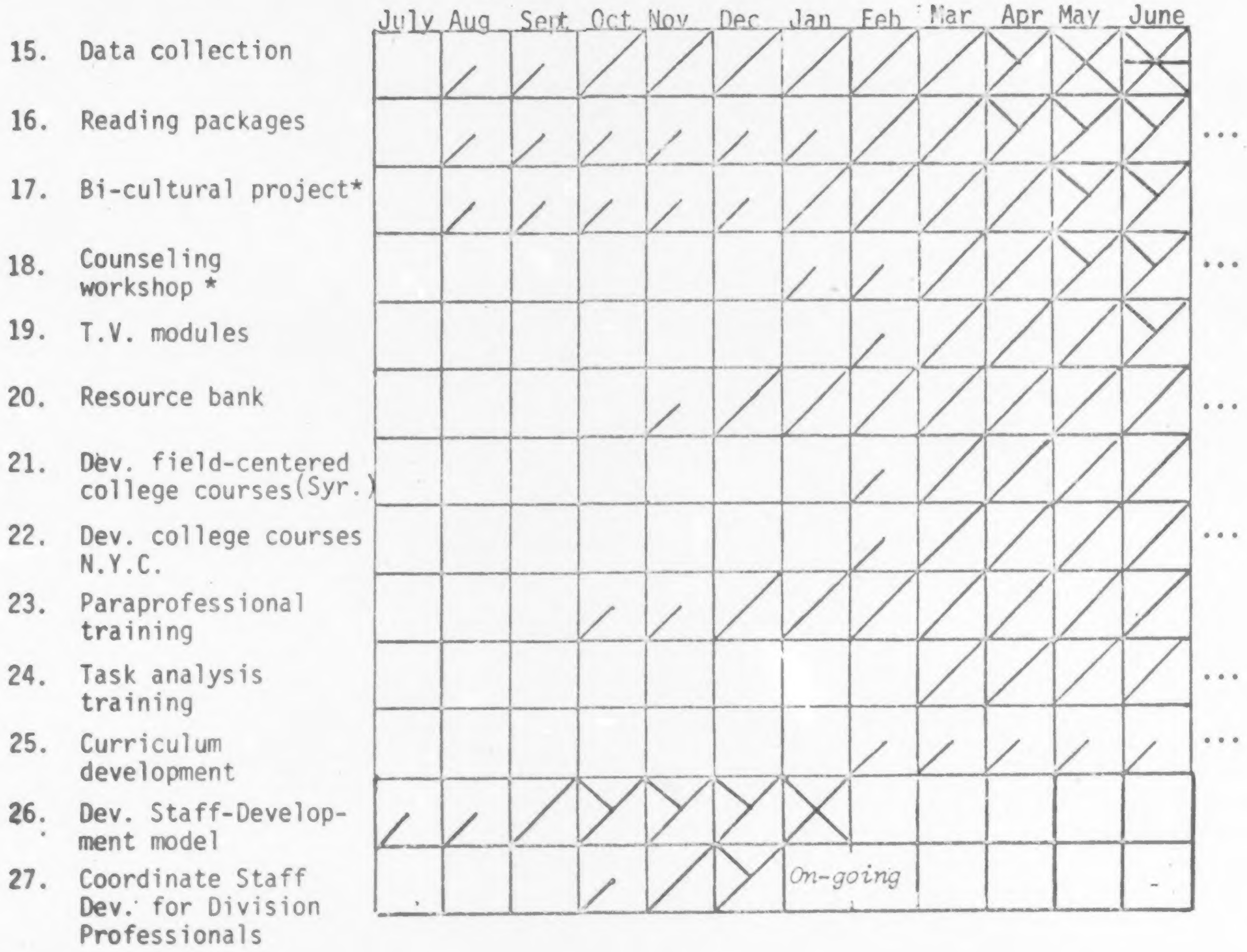
Further information cited on appendices can be obtained by contacting the Field Coordinator, New York State Staff Development Project, in New York State Department of Education, Albany, New York.

I-B STATUS OF STAFF DEVELOPMENT ACTIVITIES
FY 72-73



I-B STATUS OF STAFF DEVELOPMENT ACTIVITIES

FY 72-73 (cont.)



1. Office Set Up The New York State Education Department has provided excellent facilities for the use of the Staff Development Coordinator. Set up included the requisitioning and ordering of materials and equipment and the establishment of office procedures.

2. Orienting Personnel A full-time clerk typist was hired and oriented to Project Office (New Jersey) and New York State Education Department procedures. It became necessary to refill and reorient this position in January.

3. Research Review In a relatively new field such as Competency Based Teacher Education, it is important to carefully review extant related literature. The Staff Development Office contracted for four such research reviews.

4. Establish State Education Department Working Relationships The New York State Education Department is a massive compilation of over 200 Divisions and Bureaus. It is a rich resource for every educational endeavor. Through building relationships with these resources, beginning with the Division of Continuing Education, it is possible to profit from this vast array of expertise.

5. College Course Resource Guide In an attempt to begin a compilation of resources, the Staff Development Office polled every college and university in New York State for courses which may have relevance for the adult educator. These were listed and disseminated to Adult Basic Education Coordinators throughout the State. See appendix C-6 for report.

6. Needs Assessment In an attempt to document the legitimacy of predetermined Staff Development objectives and priorities for New York State, the Staff Development Office conducted a needs assessment by polling the Adult Basic Educator (A.B.E.) coordinators in the State. For instrument and results see Appendix C-11 and C-7 (December).

7. News Bulletin In an attempt to inform the New York State field of the Staff Development activities on a State and Regional level, the Staff Development Office issued a periodic News Bulletin. Because of administrative changes, the March Bulletin was not disseminated. Further work on this effort has ceased until yet to be appointed acting director of the Division of Continuing Education approves such dissemination. See Appendix C-7 for Bulletins.

8. New York State Advisory Board The proposal called for a 12 member committee to advise the New York State Staff Development Office. The composition of an original group (January 4) was determined by the three Bureaus in the Division of Continuing Education. That group then voted to increase membership to 20 to assure representation of ethnic and racial minority groups. The New York State Division of Continuing Education Staff Development Resource Committee, which it chose to call itself, met 5 times and proved to be a most helpful diligent body. See Appendix A-1 list for committee members and meeting reports.

9. Human Interactive Skills In an attempt to meet documented need: appropriate attitudinal readiness on the part of the staff member, the Staff Development Office contracted with a company that had packaged a training workshop incorporating transactional analysis and reality therapy. This was piloted for Adult Educators in White Plains and Albany, New York. Appendix C-8 outlines this project and related research.

10. AMIDS* At the October Staff Development Project Coordinating Council Meeting, an area Manpower Instructional Development Services representative made a presentation. The New York Staff Development Office, complying with Policy Paper /AVT (A) 72-73, dated 10/13/71/, followed up in November by coordinating AMIDS workshops in 4 centers to affect 80 staff members. Unfortunately, the Northeast AMIDS structure collapsed before the last two centers had been serviced. Northwest AMIDS offered their services, but because of poor timing, they were respectfully declined.

11. Competency Identification Before Staff Development Programs can be designed, it must be very clear what competence is to be developed. The Staff Development Office sponsored a meeting of a group of students, paraprofessionals, teachers, supervisors of instruction, and Adult Basic Education coordinators. In our attempts to identify competence, we learned a great deal about both the desired product and the product. See Appendix C-4 for report.

12. Assessment Tool Development In order to efficiently prescribe an individual program of Staff Development, it becomes necessary to identify or develop an instrument to assess competence. An outgrowth of a competency identification task force was the formation of a group charged with developing such an instrument. The Bureau of Testing is cooperating in this effort.

13. Task Analysis Workshop* The project office model includes task analysis as basic to Competency-Based Staff Development. In an attempt to develop field expertise, the Staff Development Office sponsored an institute for 20 individuals. Upon completion, the consensus of opinion was that Task Analysis has a place in New York State program development, but that much more training is necessary. Several workshop participants proposed a plan to acquire such training. Presently, we are awaiting concurrence and approval from the Division Management Team. See Appendix C-4 for related report.

14. Video-Tape Training Package The above workshop was video-taped. When it is edited, it will be available to those who wish to vicariously participate in the Task Analysis Workshop.

15. Data Collection To obtain a profile of the Adult Basic Educator, and to have an instrument for evaluation purposes, a data form was collected from the A.B.E. field. The results will be tabulated and summarized before the end of FY 72-73.

16. Reading Packages The New York State Education Department, Bureau of Reading, has developed individualized inservice training packages for elementary teachers. After thorough investigation, it has been determined that these may be adapted for use with adult educators. This is presently being done.

17. Bi-Cultural Project* There is a growing need for increased communication between staff and community, particularly where divergent cultures are involved. To meet this need and to encourage increased instructional sensitivity, a project involving the development of bi-cultural awareness is underway in New York City. The resultant learning package will be disseminated upon request throughout New York State.

18. Counseling Workshop* As determined in original New York State priorities, the area of counseling demands attention. Phase I (self-contained) of a 5 stage proposal involving job development techniques is being implemented in New York City. See Appendix C-12.

19. T.V. Modules A major thrust of the Staff Development Project will be the development of a series of modules with a video-taped presentation as the core. The subject will be "The Psychology of the Adult Learner." It is anticipated that college credit (minimum of 3 credits) may be worked into the delivery system. The modules will be developed for flexibility according to individual needs. See Appendix C-13.

20. Resource Bank As indicated in needs assessment results (See Appendix C-7 (December), there is need for an identification and cataloguing of resources (human resources included) for field use. Because of data collection policy in New York State Education Department, this effort is still in planning stages (except for college course resources. See item #5.) Dr. Thomas Sheldon, Deputy Commissioner, Office of Elementary, Secondary and Continuing Education, has demonstrated a particular interest in this effort.

21. Development of Field-Centered College Courses Again, in an attempt to develop resources with a degree of permanency, the New York State Staff Development Office, coordinated meetings among representatives of Higher Education now offering courses in Adult Education and representatives of four potential Resource and Demonstration Centers.

22. Develop Field-Centered College Courses (New York City) The goal of above dialogue seems to be coming to fruition in New York City. C.U.N.Y. (City College) is negotiating with the New York State Education Department to deliver a course using a field-site; field personnel, State Education Department personnel, and City College personnel comprising the instructional team; and at a greatly reduced rate. The field program involved is Title III, New York City. The Staff Development funds for up to 15 staff members will be diverted from reimbursement of staff to City College for expenses.

23. Paraprofessional Training and Mobility October saw the beginning of plans to afford career development opportunities to paraprofessionals. The logistics and traditional patterns proved formidable. Initial plans to tie into the University of Massachusetts Brooklyn Campus, Career Opportunity Program failed because of C.O.P. termination June 1965. Tie-in with the traditional programs extant in New York City proved most difficult. A resultant plan is one involving the Regents External Degree and existing Adult Educators as mentors. This plan has yet to be approved.

24. Task Analysis Training As previously mentioned, additional training in techniques of job and task analysis is presently in planning stages.

25. Curriculum Development is a carry-all term to apply to efforts to implement the "Staff Development Process" (Appendix C-3). More specifically, the New York State Staff Development Office is soliciting the aid of an agency integrally involved in Competency-Based Staff Development movement. Preparation stages 2.0 & 3.0 (Appendix C-B) are of particular concern. To date, there are no commitments regarding such an agency.

26. Develop Staff - Development Model Based on guidelines as established in the project proposal and based on input from State Education Department, field, and other knowledgeable persons, a systemic approach to Staff Development has been developed.

27. Coordinate Periodic Staff Development Activities for Division of Continuing Education Personnel General meetings relating to competency-based staff development, and computer technology have been coordinated by the Staff Development coordinator. There is presently a question as to whether this effort will be continued due to Division reorganization and resultant roles changes.

II. MAJOR GOALS OF HEW REGION II STAFF DEVELOPMENT PROJECT AS INTERPRETED FROM MONTCLAIR STATE COLLEGE PROPOSAL FY 72-73

Goal A. Provide competency-based Staff Development for Adult Educators (pre-service and in-service) in New York State.

SHORT RANGE:

1. To encourage, support and coordinate on-going Staff Development in the Division of Continuing Education by:
   a. Promoting a staff resource sharing system
   b. Financially supporting the technical assistance needed to translate parts of on-going Staff Development efforts into package form
   c. Making provision for Staff Development activities to meet priorities specified in the New York State Staff Development Plan

LONG RANGE:

2. To develop and implement a systemic approach to Staff Development solidly based on principles of Competency-Based Staff Development by:
   a. Reviewing literature
   b. Determining test area
   c. Identification of available expertise
   d. Developing appropriate strategies
   e. Development and implementation of delivery system
   f. Evaluation and recycling (formative evaluation integral to continued development)

Goal B. Develop and implement a career mobility process for Adult Educators with emphasis placed on providing career mobility opportunities for members of ethnic and racial minority groups.

> *Career patterns and training strategies must provide for the selection, training, placement, and continuing education and promotion of disadvantaged individuals, especially racial and ethnic minorities and women. Career training should include preparation for positions such as teacher aides, teachers, program aides, assistant directors, directors, counselor aides, counselors, curriculum aides, curriculum specialists, and others (associate professionals).**

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* HEW, USOE, Bur. AVT., Policy Paper AVT (A) 72-73: Sec. 309 (c), "Teacher Training Priorities for Fiscal Year 1972." Sent by: R.W. Worthington. Sent to Regional Commissioners, USOE; Directors, AVTE; Regional Program Officers, AE. Oct. 13, 1971.

As indicated above, great emphasis should be placed on tapping racial and ethnic minority talent. To develop a career mobility process, however, requires job, task, and competency analysis in addition to the flexibility to restructure jobs on the basis of the results. More research is necessary to make decisions regarding this matter.

Goal C. Lay the groundwork for competency-based certification. It is naive to assume that this is an easy task. The State of New York has been working toward competency-based certification in public schools for a number of years. (In the field of Adult and Continuing Education, certification is a process involving a recommendation and a five dollar fee.)

If we are to profit from the extensive CBTE (Competency-Based Teacher Education) efforts of the New York State Education Department, Division of Teacher Education and Certification, it is essential that the Division of Continuing Education be prepared with a well conceived plan for certification based on the respective competencies identified as basic to the various roles in Adult and Continuing Education. (See Appendix C-1).

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SPECIFIC OBJECTIVES		Goal Cross-Reference SECTION II	Activity Cross-Reference SECTION I	Comments
Objective #1	To expand the application of the competency-based training model of the project.	A-2	#26	See appendix C-3 C-2
Objective #2	To train ABE personnel in human interaction skills.	A-1-c	# 9	See appendix C-8
Objective #3	To establish and develop cooperative staff development programs with non-public school agencies.	A-1-b A-2-c,d,e B	#17 #18	
Objective #4	To develop cooperative programs with institutions of of higher education.	A-1-a B A-2-e	#5 #22 #21 #23	
Objective #5	To expand the role of the Project's Field Coordinator into an established staff development position serving the entire New York State Division of Continuing Education.	A-2-e A	#4 #23 #7 #27 #21 #19	
Objective #6	To expand selected staff development activities to include GED personnel.	A	#4 #21 #19	
Objective #7	To explore the possibility of diverting funds for some portion of the 15 staff development hours presently available to all ABE personnel. The funds would be used to support Staff Development activities.		#22 #23 #10 #9	
Objective #8	To support a two-semester practicum oriented course in reading for paraprofessionals.	A-2-d,e A-1-c B	#23 #16	
Objective #9	To develop a competency measurement test to assess staff development needs of adult educators.	A-2	#11 #26 #12	
Objective #10	To consider the implementation of such educational technology as CAI and CATV in the improvement and expansion of staff development efforts.	A-1-b A-2-e	#14 #19 #17	See Appendix C-13

Further information cited on appendices can be obtained by contacting the Field Coordinator.

New York State Staff Development Project, in New York State Department of Education, Albany, N.Y.

TRAINING ACTIVITY STATISTICS

	Activity	Topic	Date and Place	No. of Partici-pants	Total Trng. Hours	Total Trng. Cost **	Cost per Partici-pant	Cost of Trng./Hour
1.	Workshop	Social Living Skills	March, 1973 Schenectady,NY	20	400	0	0	0
2.	Workshop	Diagnosis of Reading Skills	February, 1973 Yonkers, NY	20	400	0	0	0
3.	Course	Human Interactive Skills	January, 1973 White Plains,NY	18	540	$4200	$233	$7.70
4.	Course	Human Interactive Skills	March, 1973 Albany, NY	18	540	$4200	$233	$7.70
5.	Institute	Task/Job Analysis	March, 1973 Syracuse, NY	20	700	$4400	$220	$6.28
6.	Seminar	Counselor Skills	May - June '73 New York City	6	150	$2000	$333	$13.33*
7.	Course	Bi-Culturalism	June to Nov. '73	7	700	$2000	$285	$2.80
8.	Workshop	Volunteers in Corrections	April - June '73	65	1300	$1500	$ 23.08	$1.15
				Total	Total	Total	Average	Ave.
	TOTALS			148	4251	$18,300	$123.65	$4.30

*Includes cost of replication materials

** Training cost are those monies paid for consultants, trainers, and materials only.

III. Inter-Agency Cooperation

The following agencies and departments have been approached regarding cooperative working relationships with the Region II Staff Development Project. The asterisk indicates ensuing cooperative activity.

1. City College * Convent Ave. at 138th St., N.Y. 10031
2. Bronx Community College 120 E. 184th St., Bronx, N.Y. 10468
3. Hostos Community College 475 Grand Concourse, Bronx, N.Y. 10451
4. Dept. of Computer Assisted Instruction (Penn State) Univ. Park, Pa.16802
5. S.U.N.Y. at Buffalo 3435 Main St., Buffalo, N.Y. 14214
6. S.U.N.Y. at Albany 1400 Washington Ave., Albany, N.Y. 12222
7. University of Massachusetts, Amherst, Mass. 01002
   New York State Education Department:
8. Bureau of General Continuing Education
9. Bureau of Special Continuing Education
10. Basic Educational Data Systems*
11. Educational Programs and Studies Information Service*
12. Area Manpower Institute for Development of Staff*
13. Competency-Based Teacher Education Consortium*
14. Division of Teacher Education and Certification*
15. Committee for Computer Management and Instructional Systems, Chaired by Leo Soucy, Asst. Commissioner for School Services
16. The Bureau for Physically Handicapped Children
17. The Bureau of Reading Instruction*
18. The Bureau of School and Counselor Research
19. The Bureau of Occupational Education Research
20. The Division of Research and Educational Communications*
21. The State University of New York General Office*
22. The Division of Independent Study and External Degree*
23. Computer Based Resource Unit System
24. Evaluation Service Center for Occupational Education
25. New York State Educational Information System
26. Special Education Instructional Materials Centers
27. System for Pupil and Program Evaluation and Development
28. The Bureau of Guidance
29. Bureau of Basic Continuing Education
30. New York City Board of Education, Dept. of Auxillary Personnel * 65 Court St., Brooklyn, N.Y. 11201
31. Southern Regional Education Board* 130 Sixth St., N.W., Atlanta, Ga. 30313
32. Maryland State Education Dept.* P.O. Box 8718, Friendship International Airport, Baltimore Maryland 21240
33. Florida State Education Dept.* Tallahassee, Florida 32304
34. G.S.A.
35. Albany Learning Center* 222 S. Pearl St., Albany, N.Y.
36. Schenectady Learning Center* 418 Mumford St., Schen. N.Y. 12307

Inter-Agency Cooperation
(cont.)

37. Office of Career Education, N.Y.C. Board of Education* 110 Livingston Street, Brooklyn, New York 11201
38. New York City Title III Program* 130 Clinton St., Brooklyn, N.Y. 11201
39. White Plains Learning Center* 228 Fisher Ave., White Plains, N.Y.
40. Syracuse Learning Center* 644 Madison St.,Syracuse, N.Y. 13210
41. Niagra Falls Learning Center* Whitney Ave., Corner of 18th St. Niagra Falls, N.Y. 14301
42. Yonkers Learning Center* 162 McLean Ave., Yonkers, N.Y. 10705
43. Buffalo Learning Center* 816 City Hall, Buffalo, N.Y.
44. Welfare Education Program, New York City* 110 Livingston St., Brooklyn, New York 11201
45. Work Incentive Program, New York City* 110 Livingston St., Brooklyn, New York 11201

IV. RESOURCES

De Simoney, John. Schenectady Learning Center (E.O.)
Burke, John. S.U.N.Y.A.
Brown, Dr. Edward. So. Regional Education Board (E.O.)
Cooper, Irene. Manpower
Drumsta, Patricia. Buffalo Learning Center (E.O.)
Goldstein, Dr. Irwin. Title III, New York City.
Grabowski, Dr. Stanley. ERIC Clearinghouse, Syracuse, N.Y. (E.O.)
Ganeles, Dan. S.U.N.Y.A. (E.O.)
Hetzer, William. New York State Education Department (E.O.)
Jacques, William. Syracuse Learning Center (E.O.)
Lamorella, Rose. Albany Learning Center
Lethbridge, Elliot. White Plains Learning Center (E.O.)
Levine, Burton. Title III, New York City (E.O.)
Manpower Temporary Employment
Moss, Dr. Doris. Title III, New York City (E.O.)
Murphy, Garrett. Albany Learning Center (E.O.)
Mocker, Donald. S.U.N.Y.A.
Perlman, Alice. Title III, New York City
Powell, Adam. C.B.S. News
Panitz, Adolf. Rutgers University
Ptashnick, Leonard. Title III, New York City (E.O.)
Serrao, Anne. White Plains Learning Center (E.O.)
Taylor, Dr. Elizabeth. Eastside Workshop Inc.
Tice, Jacualyn. Albany Learning Center
Wheeler, Martha. New York State Education Department (E.O.)
Rudman, Dr. Masha. University of Massachusetts
Rossman, Dr. Mark. University of Massachusetts
Kadansky, Harold. M.I.T.
Gallagher, Robert. New York State Education Department (E.O.)
McClure, Joseph. Manpower Management Institute
Blow, Clarence. Mind, Inc.
National Iota Program (Dr. James Carpenter)
Puerto Rican Forum

*E.O. = expenses only

EXHIBIT III

(July 1, 1972 - June 30, 1973)

FIRST YEAR INTERIM REPORT

HEW REGION II ADULT CONTINUING EDUCATIONAL STAFF DEVELOPMENT PROJECT COMMONWEALTH OF PUERTO RICO

PREPARED BY ESTHER PEDROZA

COMMONWEALTH OF PUERTO RICO
DEPARTMENT OF EDUCATION
EXTENSION EDUCATION PROGRAMS
HATO REY, PUERTO RICO 00919

C

Staff development activities in the Educational Extension Program of the State Department of Education, have been the concern and responsibility of the various sub-program directors and regional supervisors. That is, each sub-program director or regional supervisor provided its inservice training in accordance to the needs of the group to be trained and with some or little involvement of the state universities.

Staff Development Project started in July 1972 and aimed at providing intensive competency-based training on the particular needs of the educators in the Educational Extension Program. In developing competency-based training that will pin-point on the actual training needs of adult educators in Puerto Rico, a need assessment was required. Formal need assessment in the field of adult education in Puerto Rico has been very limited or none.

Staff Development Project has taken a few steps forward in coping with the lack of need assessment, by providing Task Analysis Institutes in some of the educational regions. So far, Humacao and Caguas Regions have had Task Analysis Institutes.

By December of 1973, the remaining regions (4) will have completed their Task Analysis Institutes and two representatives from each region will constitute the trained personnel on Task Analysis. This personnel will train other educators and will eventually do the task analysis on the performance of the educators working in adult programs in Puerto Rico. In so doing competencies will be established, training needs will be identified and future training activities will be developed on the basis of these findings.

Even when the actual needs assessment in adult education has not been performed, in-service training activities, such as workshops, have been provided in all the regions. Central, Regional and District level personnel identified basic training needs of adult educators and the workshops were developed in the six regions. The areas dealt with in these sessions, concerned the following:

Philosophy of Adult Education

Socio-Psychological Foundations in Adult Education

Curriculum materials in A B E

Methods and Techniques Utilized in the Teaching of the Adults

English as a Second Language in Adult Education

Evaluation in the A B E Program

Educational Technology and its Use in the Enrichment of Curriculum Materials Designed for the Adults

Recruitment, Retention and Diffussion Processes in the A B E Program

Supervision and Administration in the A B E Program

The participants in these workshops included teachers, administrators, supervisors, counselors, and volunteers working in A B E in Puerto Rico.

As it was previously indicated that training programs developed had little involvement of the state universities, Staff Developmennt Project efforts for Fiscal Year 1972-73, focussed on taking the initial steps toward a graduate program in adult education. In so doing, a proposal on a Master Degree in Education with a major in Adult Education was developed in coordination with the University of Puerto Rico. The first draft was presented at a meeting held on May 18, 1973. At this meeting, recommendations were gathered from outstanding adult educators at national and state levels. At present, the proposal is being revised by University of Puerto Rico Graduate School of Education Curriculum Committee. If approved, further steps towards its implementation will be eventually taken.

As to intra-regional activities is concerned, Staff Development Project has provided the opportunity to adult educators to participate in a one-week externship at learning centers in New York and New Jersey. These educators have been involved in the development of the in-service training programs at regional level.

Staff Development Project is initiating two courses at graduate level in areas concerning adult education. The courses are offered at the University of Puerto Rico Graduate School. They are:

> Psychology of the Adult and its Implications in the Learning Process
>
> Theory and Practice in the Supervision and Administration in Adult Education Programs

Adult Educators working at all levels are the participants in this summer session.

In the meantime, the Field Coordinator role has been in the process of development to the extent in which the budgetary resources have so provided. The Coordinator has attended all the meetings of the Coordinating Council, has coordinated all in-service training activities at regional level. Furthermore, the Coordinator has been involved in other training programs designed for Model City Upgrading Project Participants and for the personnel working for School and Public Libraries in Puerto Rico.

II Statistical

The following statistical report presents a picture of the Staff Development activities and their costs as carried out during Fiscal Year 1972-73.

CHART 'A'*

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute __X__ Workshop ____ Course ____ Others ____ (specify)	Task Analysis and Job Restructuring	October 30 - November 1,1972 Humacao Region	17	18 hrs. in 3 days 306 hrs.	$111.60	$ 6.56	.36
	Task Analysis and Job Restructuring	March 27 - 30/73 Caguas	17	15 hrs. in 3 evenings and one day (Saturday) 765 hrs.	1,533.15	90.17	$2.00

* Educators were released from daily responsibilities to attend the institute.

*The Chart refers to Object No. ____________.

CHART 'A'*

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ____ Workshop X Course ____ Others ____ (specify)	Please refer to Narrative report	February 17/73 May 19/73 Arecibo, Caguas, Humacao, Mayaguez, Ponce, San Juan	174	162 hrs. in 29 full Saturdays 28,198 hrs.	$34,000	$195.40 (approximate)	1.20

CHART 'A'*

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Institute ______ Workshop ______ Course __X__ Others ______ (specify)	Psychology of the Adult and its Implications in the Learning Process Theory and Practice in the Supervision and Administration in Adult Education Programs	June 11/73 July 24/73 University of Puerto Rico Gradu ate School College Education	23	3 hrs./ 30 days 2,070 hrs.	$5,104.00	$221.91	2.46

*The Chart refers to Object No. __________.

CHART 'A'*

ACTIVITY (Check appropriate item)	TOPIC	DATE AND PLACE	NO. OF PARTICIPANTS	TOTAL NO. OF HRS. OF TRAINING	TOTAL COST	COST PER PARTICIPANT	COST OF TRAINING PER HOUR
Others	Areas concerning Adult Education	N Y - N J					
One-week externship		Dec.11-15/72	17	5 hrs. for 5 days 425 hrs.	$5,409.00	$318.17	$12.72
Total			248	31,764	*$46,157.75		

* 30,000.00 shared cost A B E Program

OTHER ACTIVITIES RELATED TO THE PROJECT DEVELOPMENT

ACTIVITY	DATE AND PLACE	No. OF PARTICIPANTS	TOTAL COST	OBSERVATIONS
Meetings				
A. Coordinating Council	NY - N J St. Thomas	1	$ 1,119.19	
B. Advisory Council	N Y	3	773.00	
C. Presentation of Proposal Master Degree in Education with mayor in Adult Education	University of Puerto Rico May 18,1973	20	465.00	Dr. G. Aker, Consultant
			2, 500.00	U. P. R.
			47.00	Cafeteria Services
Traveling				
A. Coordinator	All regions August 1972-May 1973	1	300.00	
Purchase of Material			325.00	
Salary				
A. Coordinator			12,360.00	
B. Secretary (never appointed) amount of money never used			2,556.70	

III Non-Statistical Information

Consultants and Personnel Involved in the Staff Development Activities for Fiscal Year 1972-1973

Name	Institution or agency
Dr. George Aker	Florida State University
Dr. Edward T. Brown	Southern Regional Education Board Atlanta, Georgia
Dr. Ercell I. Watson	Montclair State College
Mr. Ray Ast	National Coalition of Adult Education Association (16) Montclair State College
Dr. Husain Qazilbash	Staff Development Project
Dr. Vincent De Sanctis	Staff Development Project Montclair State College
Mr. Dan Meranda	Field Coordinator Saint Thomas, V. I.
Dr. Roger Axford	Indiana University, Pennsylvania
New York	
Dr. Grace Hewell	RPO HEW Region II Staff Development Project
Mr. Neil Carr	Director, Adult Basic & Continuing Education
Mrs. Elaine Paterno	Staff Development Project Field Coordinator
Miss Martha Wheeler	Staff Development Project
Mr. Ed Agresta	Director Schenectady
Mr. Elliot Lethbridge	Division Adult Basic Education Rochambeau School White Plains

Mr. Garrett Murphy	Albany Learning Center
Dr. Charles O'Conner	HEW Region II
Mr. Robert Seitzer	Commissioner of Education

State Department of Education
Central Office

Dr. Ramón Cruz	Undersecretary of Education
Mr. Evaristo Eleutice	Assistant Secretary Educational Extension Program
Mr. Félix Villar Banc	Under Assistant Secretary Educational Extension Program
Mr. Rafael Pérez Mosquera	Academic Program Director Educational Extension Program
Mr. Victor Rivera Morales	Former Assistant Secretary, Educational Extension Program
Mrs. Tirsa Rivera Camacho	Model City Adult Education Project Director
Mr. Nicolás Crespo	Information Office Director

New Jersey

Mr. George Snow	State Department of Education
Mr. Joseph Tiscornia	Adult Education Resource Center Jersey City State College
Mrs. Carmen Attanasio	Board of Education Newark, New Jersey
Mr. Arthur Von Schalscha	Board of Education West New York, New Jersey
Mrs. Maggie Falcone	Staff Development Project Field Coordinator
Mr. Bruno Ciccariello	Staff Development Project
Mr. Rocco Gambacorta	Bureau of Adult and Continuing Education State Department of Education
Mr. Alfonso Hernández	Adult Education Resource Center
Miss Kay Taschler	Adult Education Resource Center Jersey City State College

University of Puerto Rico

Dr. José A. Cáceres	Dean of the College of Education
Dr. Ramón Claudio Tirado	Chairman of the Graduate School of Education
Dr. Angel Ortiz	Special Aid to the Chairman of the Graduate School of Education
Dr. María S. Lacot	Consultant to the Dean of the College of Education
Juana Méndez	Specialist in Evaluation
Dr. Efrain Sánchez Hidalgo	College of Education
Dr. Rafael Marcano Blanco	(Retired) Specialist in Adult Education

Department of Education Regional Level

A. Regional Sub-Director

* Francisco Suárez

B. Assistant Superintendents

Daniel Miranda

C. General Supervisors

José R. Muñoz

José J. Rivera

* Charles Quiles

José Ponce de León

Ruben Rodríguez Ortiz

Cándida Agostini

Ana J. Ríos

Reinaldo Cano

José A. Dorta

* Augusto Hernández

Miguel A. Toledo

Antonio Rodríguez

* Antonio Rosa

D. Local Supervisors

* Laura Beauchamp

* Herminio Quiles

* Angel R. Ayala

Noe Torres

Jorge Vázquez

* Juan Rolón

E. School Directors

* Aurea Rivera

* José E. Rivera Ayuso

* Jaime Márquez

F. Curriculum Technicians

Carmen M. Morales - English

Austria Reyes - Mathematics

Carmen G. Hernández - English

G. A B E Teachers

Iván Dávila

Norma I. Colón Tarrats

Noelia Ruiz Espada

H. Other

Carmen Ramos	Audiovisual Technician
Wilfredo Nieves	Counselor
Lolita Maldonado	Retired A B E Teacher

* Attended the one-week externship in learning centers in New York and New Jersey on December 11-15, 1972

** Attended the Task Analysis and Job Restructuring Institute conducted at the Humacao and Caguas Educational Regions of Puerto Rico.

Committees

In addition to the Advisory Council, which is represented by the State Department Officials identified below, the Staff Development Program set up another committee for the development of the graduate program in Adult Education. They are as follows:

A: Advisory Council

Mr. Evaristo Eleutice	Assitant Secretary
Mr. Felix Guzmán	Program Director
Mr. José I. Correa	Ponce Regional Director

B: Graduate Program Committee

Mrs. Dalila Wilson	General Supervisor
Dr. Ramón Claudio	Chairman Graduate School of Education
Dr. Angel Ortiz	Assitant to the Chairman Graduate School of Education
Mrs. Esther Pedroza	Field Coordinator

Enclosed is also the revised copy of E P I C Report which signifies the achievements, limitations, and projections per objective.

EXHIBIT IV

(July 1, 1972 - June 30, 1973)

FIRST YEAR INTERIM REPORT

HEW REGION II ADULT CONTINUING
EDUCATIONAL STAFF DEVELOPMENT PROJECT
ST. THOMAS, VIRGIN ISLANDS

PREPARED BY DANIEL MERENDA

DEPARTMENT OF EDUCATION
ST. THOMAS, VIRGIN ISLANDS

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HEW REGION II STAFF DEVELOPMENT PROJECT

I. Narrative

The general purpose of the project includes: (1) identifying the requisite competencies necessary for adult educators-administrators, teachers, counselors, paraprofessionals and volunteers - to perform their tasks, as well as for the as yet to be determined unique tasks of evolving programs; (2) identify regional manpower needs of institutions and agencies which have present and projected needs for adult educators, whether volunteer or professional; (3) identifying and employing existing and potential pre- and in-service resources in Region II, with particular attention being given to the cooperative involvement of institutions of higher education and other institutions and agencies in training adult educators; (4) assisting the adult education director of the Virgin Islands in developing and operation performance based training programs for both pre- and in-service training; (5) integrating and cooperating with the other states within Region II to Create a unified training program for adult educators.

II. Virgin Islands Objectives (72-73)

1. To provide a minimum of six competency-based in-service training sessions on St. Thomas and six on St. Croix for all adult education personnel.
2. To train personnel to work in a learning center in St. Thomas and in St. Croix.
3. To train ABE personnel in reading skills beginning with the usage of the informal reading inventory.
4. To establish a course in adult education at the College of the Virgin Islands.

5. To establish cooperative ties with the Bilingual-Bicultural Education Program in the Virgin Islands funded by Title VII ESEA.

6. To include GED personnel in in-service training sessions.

7. To expand interagency cooperation in staff development activities by including personnel from WIN, and High School Diploma Programs.

8. To create a career ladder in adult education.

EDUCATIONAL CHARACTERISTICS: TABLE 10 1970 CENSUS

The following table of Education Characteristics shows that 47.9% of all persons residing in the Virgin Islands have completed less than one year of high school education. These statistics show the need for expanded educational opportunities for the residents of the Virgin Islands. There are more people residing in the Virgin Islands who do not have a high school diploma than those who do have a diploma.

Currently our adult education programs are serving 1,750 students (program plan) or approximately 10% of the total target population of the Virgin Islands. This 10% compared to the 47.9% in need of continuing education justifies the need for expansion of program and expansion of funding.

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Table 10. Educational Characteristics: 1970—Continued

For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text)

The Area
Islands
Places of 1,000 or More

	Virgin Islands						Islands			Places
	Total	Urban	Rural	White	Negro	Other	St. Croix	St. John	St. Thomas	Charlotte Amalie city
YEARS OF SCHOOL COMPLETED										
Male, 25 years old and over	14 442	3 474	10 968	3 527	9 645	1 270	7 537	485	6 420	2 724
No school years completed	218	43	175	33	136	49	129	7	82	32
Elementary: 1 to 4 years	1 067	223	844	81	819	167	694	61	312	186
5 and 6 years	2 621	766	1 855	196	2 241	184	1 291	146	1 184	652
7 years	1 893	685	1 208	83	1 700	110	810	81	1 002	576
8 years	1 049	220	829	151	730	168	612	31	406	172
High school: 1 to 3 years	1 893	463	1 430	246	1 503	144	1 099	35	759	313
4 years	2 920	713	2 207	804	1 836	280	1 498	50	1 372	521
College: 1 to 3 years	1 094	150	944	699	332	63	577	25	492	112
4 years	1 003	131	872	746	200	57	519	32	452	95
5 years or more	684	80	604	488	148	48	308	17	359	65
Median school years completed	9.6	8.1	10.2	13.7	8.0	8.7	9.6	7.4	9.9	7.9
Female, 25 years old and over	14 454	3 834	10 620	3 311	10 009	1 134	7 258	367	6 829	3 038
No school years completed	238	54	184	35	154	49	154	-	80	39
Elementary: 1 to 4 years	957	222	735	82	689	186	643	18	296	172
5 and 6 years	2 647	840	1 807	141	2 328	178	1 296	98	1 253	705
7 years	2 087	745	1 342	52	1 932	103	902	73	1 112	618
8 years	1 061	293	768	118	811	132	577	21	463	221
High school: 1 to 3 years	1 895	487	1 408	224	1 534	137	1 089	30	776	346
4 years	3 264	811	2 453	1 105	1 936	221	1 507	59	1 698	633
College: 1 to 3 years	1 183	199	984	803	323	57	543	24	616	189
4 years	770	116	654	544	179	47	401	30	339	83
5 years or more	352	67	285	207	121	24	142	14	196	56
Median school years completed	9.4	8.2	10.0	12.9	7.9	8.4	9.1	7.9	9.8	8.0
PERCENT BY LEVEL OF SCHOOL COMPLETED										
Total persons, 25 years old and over	28 896	7 308	21 588	6 838	19 654	2 404	14 795	852	13 249	5 762
Less than 5 years of elementary school	8.6	7.4	9.0	3.4	9.1	18.8	11.0	10.1	5.8	7.4
Less than 1 year of high school	47.9	56.0	45.2	14.2	58.7	55.2	48.1	62.9	46.7	58.5
4 years of high school or more	39.0	31.0	41.7	78.9	25.8	33.2	37.1	29.5	41.7	30.1
4 years of college or more	9.7	5.4	11.2	29.0	3.3	7.3	9.3	10.9	10.2	5.2
Median school years completed	9.5	8.1	10.1	13.1	8.0	8.6	9.4	7.6	9.8	7.9
Total persons, 18 to 24 years old	8 056	1 993	6 063	1 117	6 181	758	4 045	288	3 723	1 539
4 years of high school or more	34.6	36.1	34.1	55.7	31.0	32.3	29.9	24.7	40.5	35.0
4 years of college or more	3.6	2.8	3.8	16.7	1.3	2.5	3.6	5.2	3.4	2.1
VOCATIONAL TRAINING OF PERSONS 16 TO 64 YEARS OLD										
Male, with less than 15 years of school	16 518	4 230	12 288	2 539	12 431	1 548	8 470	582	7 466	3 337
Percent with vocational training	27.2	27.9	27.0	36.0	25.9	23.8	27.7	14.1	27.7	27.2
Female, with less than 15 years of school	16 644	4 299	12 345	2 747	12 439	1 458	8 439	413	7 792	3 400
Percent with vocational training	20.7	20.7	20.7	29.7	19.2	16.3	20.3	12.8	21.4	20.8

SCHOOL ENROLLMENT	Virgin Islands						Islands			Places
	Total	Urban	Rural	White	Negro	Other	St. Croix	St. John	St. Thomas	Charlotte Amalie City
Percent enrolled										
14 and 15 years old...	90.3	93.0	89.5	94.1	90.5	83.8	88.2	94.8	92.3	93.2
16 and 17 years old...	72.7	75.0	71.9	78.9	73.7	55.7	68.0	82.6	77.1	77.4
18 and 19 years old...	38.4	37.5	38.7	46.7	38.2	29.2	33.6	29.5	43.4	41.9
20 and 21 years old...	8.7	9.7	8.4	17.5	7.5	8.6	5.7	6.7	12.2	10.9
22 to 24 years old...	3.6	4.5	3.3	4.5	3.4	3.6	2.2	3.3	5.3	4.8
25 to 34 years old....	1.9	2.3	1.8	2.4	1.8	2.0	1.5	.3	2.6	2.5
Not high school graduate...........	1 310	322	988	88	1 070	152	711	60	539	249

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Table 10. Educational Characteristics: 1970—Continued

[For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

The Area
Islands
Places of 1,000 or More

		Places—Con.	
		Christiansted city	Frederiksted city
YEARS OF SCHOOL COMPLETED			
Male, 25 years old and over		750	391
No school years completed		11	4
Elementary:	1 to 4 years	37	47
	5 and 6 years	114	83
	7 years	109	59
	8 years	48	34
High school:	1 to 3 years	150	50
	4 years	192	70
College:	1 to 3 years	38	17
	4 years	36	18
	5 years or more	15	9
Median school years completed		10.1	8.1
Female, 25 years old and over		796	435
No school years completed		15	4
Elementary:	1 to 4 years	50	40
	5 and 6 years	135	123
	7 years	131	81
	8 years	72	27
High school:	1 to 3 years	141	50
	4 years	178	72
College:	1 to 3 years	30	17
	4 years	33	16
	5 years or more	11	5
Median school years completed		8.9	7.6
PERCENT BY LEVEL OF SCHOOL COMPLETED			
Total persons, 25 years old and over		1 546	826
Less than 5 years of elementary school		7.3	11.5
Less than 1 year of high school		46.7	60.8
4 years of high school or more		34.5	27.1
4 years of college or more		6.1	5.8
Median school years completed		9.5	7.8
Total persons, 18 to 24 years old		494	239
4 years of high school or more		39.6	26.9
4 years of college or more		5.1	2.1
VOCATIONAL TRAINING OF PERSONS 16 TO 64 YEARS OLD			
Male, with less than 15 years of school		893	442
Percent with vocational training		30.7	21.9
Female, with less than 15 years of school		890	475
Percent with vocational training		20.2	12.6

ADULT EDUCATION COURSE OFFERED AT THE COLLEGE OF THE VIRGIN ISLANDS

A course in "Methods and Techniques of Teaching the Adult Learner" is being offered at the College of the Virgin Islands for the first time this year.

It is a step in the right direction to involve the College of the Virgin Islands with the Adult Education Program in the islands.

Through funds made available by the Staff Development Project this course is currently serving nine adult education teachers from the island of St. Thomas. The course is an introduction to adult education and provides a variety of methods to be used when teaching the adult learner.

The course, aside from the valuable instruction being offered, shows a commitment from the College of the Virgin Islands to meet the needs of our constantly growing adult education staff.

Plans are currently being developed to offer graduate courses in adult education in the Virgin Islands as this was the major complaint about the course currently being offered at the College. During fiscal year 73-74 it is hoped that an extension course will be offered to adult education staff members.

The following is an analysis of the training received by the Adult Education staff by the department or through the Department of Education. The figures represented in fiscal year 71-72 were taken from the annual program report submitted to O.E. in Washington D.C. for the Adult Basic Education Program. Statistics for Adult Continuing Education staff were extracted from submitted reports to the state director of Adult Education.*

1971-1972

Total Number Personnel	-Hours Trained
Administration - 7	-0
Teachers ABE - 21	-17 hrs.
Teachers ACE - 35	-0

1972-1973

Total Number Personnel	Total
Administration - 9	-246 hrs.
Teachers ABE - 42	-2016 hrs.
Teachers ACE - 65	-1300 hrs.

* These charts do not reflect training activities attended by Administrative Personnel "off-island."

* A portion of these teachers (10) received 16 additional hours of instruction.

STAFF DEVELOPMENT PROJECT - STATISTICAL INFORMATION

The total teacher population of the Adult Continuing Education Program in the Virgin Islands is 65 as stated in the 1972-73 Adult Education Program Plan.

The following chart shows the number of adult education teachers in the Virgin Islands who have received training from the HEW Region II Staff Development Project during fiscal year 1972-73.

Dates of Training	Number	Place	Subject
12-18 to 12-22-73	51	St. Thomas C.A.H.S.	Task Analysis
3-23 to 3-26-73	8	Department of Ed. St. Thomas	Task Analysis
4-14-73	19	Christiansted	GED Pilot Program

Task analysis performed by the eight teachers and the field coordinator is in Appendix A of this document.

A pilot program in the GED Equivalency Diploma Program is planned to begin in January of 1974.

STAFF DEVELOPMENT PROJECT-STATISTICAL INFORMATION

The following chart shows the amount of ABE teachers in the Virgin Islands who have received training from the HEW Region II Staff Development Project during fiscal year 1972-73.

Dates of Training	Number	Place	Subject
10-31-72	15	St. Thomas C.V.I.	Informal Reading Inventory
1-13-73	15	Concordia St. Croix	Informal Reading Inventory
3-10-73	9	Dept. of Ed. St. Thomas	Informal Reading Inventory

It should be noted that teachers from the St. Thomas ABE program are enrolled in the training received in the Course being offered at the College of the Virgin Islands.

Also not shown in the above chart are the WIN counselors who were involved in the initial training session at the College of the Virgin Islands.

STAFF DEVELOPMENT PROJECT--STATISTICAL INFORMATION

There are a total of nine part time administrators in the adult education program in the Virgin Islands, as stated in the 1972-73 Adult Education Program plan.

The following chart shows the number of administrators in the Virgin Islands who have received training from the HEW Region II Staff Development Project.

Dates of Training	Number	Place	Subject
1-27-73	9	St. Thomas Dept. of Ed.	Five Yrs. Program Plan
3-27-73	10	St. Thomas Dept. of Ed.	GED Equivalency Individualized Inst.

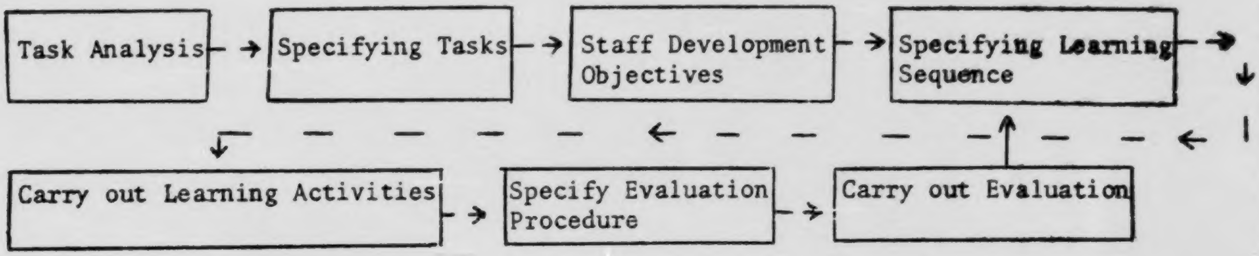
It should be noted that administrators of appropriate programs have been involved in every staff development training session.

It should also be noted that the five-year program plan was developed by the Staff Development Project Coordinator with the cooperation of the State Director and the administrators of the adult education program.

STAFF DEVELOPMENT PROJECT WORKSHOPS

The following pages contain the workshops which were conducted by the field coordinator of the HEW Region II Staff Development Project. These workshops state the specific behavioral objectives of each session completed. They were developed in such a manner so as to create modules of learning. They will be able to be utilized as the need occurs in the program by supervisors or teachers in-charge when need arises.

These workshops have been developed according to the Regional Project model which other staff development coordinators have committed themselves to. That model or system is as follows:


Task Analysis
Specifying Tasks
Staff Development Objectives
Specifying Learning Sequence
Carry out Learning Activities
Specify Evaluation Procedure
Carry out Evaluation

STAFF DEVELOPMENT WORKSHOP
FOR ADMINISTRATORS OF ADULT EDUCATION
PROGRAMS IN THE VIRGIN ISLANDS

PARTICIPANTS	10
PLACE	DEPARTMENT OF EDUCATION, ST. THOMAS
SUBJECT	GED EQUIVALENCY PROGRAM INDIVIDUALIZED INSTRUCTION
DATE	3-27-73

Goal/Problem

To conduct a six-hour workshop for nine adult education administrators in order to increase their understanding of individualized instruction and its application to the adult education teacher in the GED Equivalency Program;

Rationale

Adult education students in the secondary program attend classroom instruction four nights a week, two and one-half hours a night. Students entering the secondary program must have a ninth grade reading level, using the California Test Battery as a screening device.

Four years later the student receives a high school diploma and is turned out to a community that places little or no value on high school diplomas. The result is a very discouraged adult with a high school diploma and no job.

The Department of Education is spending too much money to achieve its objective which is to educate adult students and help them to attain their goal, a diploma. The student is spending too much time in class to achieve his objective. Our goal is to shorten the amount of time needed in the classroom to receive the diploma.

This workshop will develop the necessary teacher competencies to achieve the goal of student and department alike.

Specific Tasks of General Objectives

1. To increase instructional skills by using a system.
2. Select instructional activities most likely to succeed in the classroom.
3. Determine if instruction has been effective.
4. Factors to consider in making Instructional decisions.
5. Understand a model for decision making.
6. Discussion of the Specifics of a 180-hour program leading to an Equivalency.

Workshop Training Sequence

1. Pre-test participants
2. State Objectives
3. Provide Rationale
4. Instruction
5. Provide opportunity for appropriate and analogous practice
6. Post-test participants
7. Evaluation

Learning Activities

1. Each specific behavioral objective should have a related learning activity to accomplish that objective.
2. Specific objectives and related learning activity will be provided by Joe Mangano, consultant to the workshop.

Evaluation Procedure

Since the objectives of the workshop will be stated in behavioral terms it will be easy to measure whether instruction has been effective and learning has taken place. Pre-test/post-test results and a follow up will be conducted to determine not only if learning has taken place but to measure if teachers are using new methods in the classroom.

If follow-up is done immediately and teachers are using new methods as discussed during the workshop, the objectives will have been met. If results prove negative a revision of objectives or instructional sequence will be considered for future training sessions.

STAFF DEVELOPMENT WORKSHOP FOR ADMINISTRATORS OF ADULT EDUCATION PROGRAMS IN THE VIRGIN ISLANDS

PARTICIPANTS	9
PLACE	DEPARTMENT OF EDUCATION ST. THOMAS, U.S.V.I.
SUBJECT	FIVE-YEAR PROGRAM PLAN
DATE	1-27-73

Problem/Goal

To conduct a one-day six-hour workshop for eight Adult Education administrators to obtain skills necessary to restate adult education goals and objectives in realistic, specific, measurable terms.

Rationale

The present geographic location of our Adult Education Program creates unique administrative problems. The Adult Education Program on the Island of St. Thomas has students whose goals and needs are unique to St. Thomas. The Adult Education student in St. Croix has needs which are not always similar to those of St. Thomas. An example of this is the need for conversational Spanish classes in St. Croix along with the obvious bilingual-bicultural need evident in the Adult Education Program on St. Croix.

When writing program plans for the Adult Education Program in the Virgin Islands, input is needed from administrators in St. Croix and St. John to insure that all student needs are voiced. It is, therefore, the purpose of this workshop to provide the opportunity to administrators of the three Virgin Islands to join efforts to state the needs of their respective populations, and to state those needs in realistic, obtainable terms.

General Tasks or Objectives

1. Adult Education Staff will be provided the opportunity to define the need of their respective programs.
2. Adult Education Staff will become familiar with stating programs needs in behavioral terms.
3. Adult education staff will establish future program goals, objectives, and priorities for use in creating a five-year program plan.

Specific Behavioral Workshop Objectives

1. Upon completion of the workshop participants will list three general program objectives for use in the five-year program plan.
2. Upon completion of the workshop each participant will list five specific behavioral objectives stating program need and student wants unique to their area.
3. Upon completion of the workshop participants will list the various methods, discussed during the workshop, to be used to obtain the objectives which they have stated in behavioral terms.
4. Upon completion of the workshop participants will be able to orally describe a program plan and state its purpose.
5. Upon completion of the workshop participants will be able to write and use behavioral objectives when stating program goals and priorities.

Instructional Sequence

1. Explain objectives to participants.
2. Pre-test participants
3. Instruction (using behavioral objectives)
4. Appropriate Practice and Analogous Practice
5. Post-test participants
6. Evaluation of Objectives

Evaluation Procedure

Because workshop objectives have been stated in behavioral terms they are measurable. According to pre-test/post-test results we may determine which objectives have been accomplished. If objectives have not been realized they may be altered or the instructional sequence may be changed.

A follow-up of the workshop will be the actual writing of the five-year program plan and distributing copies to administrative staff members.

STAFF DEVELOPMENT WORKSHOPS

FOR ADULT BASIC EDUCATION

TEACHERS ON ST. CROIX AND ST. THOMAS, V.I.

PARTICIPANTS	15 EACH WORKSHOP
PLACE	COLLEGE OF THE VIRGIN ISLANDS
SUBJECT*	USAGE OF THE INFORMAL READING INVENTORY
DATES	1-13-73 and 10-31-72

*The objectives and instructional sequence with these workshops are identical to those of the workshop done in St. Croix on January 30, 1973.

December 12, 1972

Problem/Goal

To conduct a workshop for 30 teachers of Adult Basic Education in the skills of administering and evaluating an Informal Reading Inventory for usage as a screening and placement device.

Rationale

New students coming into the Adult Basic Education Program are often placed at a level of instruction which is either too difficult or too simple. In the latter situation students become bored and may drop out of the class. If instruction is beyond the grasp of the ABE student he or she becomes frustrated resulting again in drop-out.

Various types of Standardized Tests such as the California Achievement Test or the California Test Battery have been found invalid in test situations with the West Indian Adult Basic Education student. Therefore, the informal reading inventory given on a one-to-one basis will give a true indication of the students Independent level, Instructional level, Frustration level and his Present Potential level. With this information students will be placed at the appropriate instructional level and will obtain maximum achievement.

General Task or Objectives

1. ABE teachers in St. Croix will gain skills in the administration and evaluation of the Informal Reading Inventory.
2. ABE teachers in St. Croix will understand the advantages and disadvantages of using an IRI as compared with the various types of standardized tests such as the California Achievement Test or the California Test Battery.
3. ABE teachers will learn the importance of testing when used for the express purpose of student placement and student evaluation.

Specific Behavioral Workshop Objectives

1. Upon completion of the workshop participants will list three types of reading tests discussed during the workshop.
2. Upon completion of workshop the teachers will be able to orally describe an IRI and describe its function.
3. Upon completion of the workshop teachers will be able to define the terms Independent, Instructional, Frustration, and Present Potential levels as discussed during the workshop.
4. Upon completion of the workshop ABE teachers will be able to administer and evaluate an Informal Reading Inventory as accomplished during the workshop.

Instructional Sequence

1. Explain objectives
2. Pre-test participants
3. Instruction
4. Appropriate and analogous practice
5. Post-test participants
6. Evaluation of objectives

Evaluation Procedure

Because workshop objectives have been stated in behavioral terms they are measurable. According to pre-test/post-test results we may determine if objectives have been met. If objectives have not been accomplished, workshop objectives may be changed and simplified or instructional sequence may be changed.

A follow-up to the workshop will be conducted by ABE supervisors and teachers-in-charge to determine if ABE teachers are using the information obtain at the workshop.

STAFF DEVELOPMENT WORKSHOP
FOR ADULT BASIC EDUCATION
TEACHERS ON ST. THOMAS, U.S.V.I.

PARTICIPANTS	9
PLACE	DEPARTMENT OF EDUCATION
SUBJECT	INFORMAL READING INVENTORY
DATE	3-10-73

Problem/Goal

To conduct a six-hour training session for fifteen St. Thomas ABE teachers in which they will rewrite the oral and silent reading paragraphs in the informal reading inventory to meet the cultural and ethnic needs of the Virgin Islands Adult Basic Education student.

Rationale

The adult basic education student is commonly West Indian. His background is Island-oriented and he is not familiar with terms normally found in reading tests geared for state-wide adult education students.

It was recommended by the ABE teachers of St. Thomas and St. Croix to rewrite the silent and oral reading paragraphs so that terminology used would be familiar to the student taking the Informal Inventory. With Island-oriented subject matter in these inventories a "closer" approximation of student reading level can be obtained.

General Tasks of Objectives

1. To rewrite the silent and oral reading paragraphs in the informal reading inventory to determine the grade level of the paragraphs which teachers are writing.

2. To be able to apply either the Spache Readability formula or the Readability formula developed by Joe Boscoe of State University of New York at Albany.
3. To develop comprehension questions in the I.R.I. to determine students level of comprehension.

Specific Behavioral Objectives

1. Upon completion of the workshop participants will be able to:
   a. use the Readability formula developed by SUNYA when determining the grade level of written subject matter,
   b. write paragraphs after appropriate instruction, for use in the informal reading inventory at levels of K-6,
   c. write comprehension questions for each silent and oral reading paragraph; substitute those terms which are not familiar to the ABE student and utilize terminology which is common to the West Indian ABE student,
   d. write a step-by-step method of administering the Informal Reading Inventory to ABE students.

Specify Training Sequence

1. Pre-test participants
2. State Objectives
3. Provide Rationale
4. Instruction (Practice appropriate and analogous)
5. Post-test participants

Evaluation Procedure

Since specific objectives are stated in behavioral terms (intended outcomes) it will be possible to determine if objectives have been obtained through use of the results of the pre-test/post-test results.

A follow-up to this workshop will be conducted to determine if the I.R.I. is being used by ABE teachers in the Virgin Islands.

TASK ANALYSIS
OF
ADULT EDUCATION PROGRAM
ST. THOMAS. U.S. VIRGIN ISLANDS

The Adult Continuing Education Program in St. Thomas is conducted at the Charlotte Amalie High School. The program consists of two divisions, one is the diploma program and the other is the equivalency program.

The Diploma Program meets four nights a week for two and one-half hours per night. It currently requires a student four years to reach his goal of obtaining a diploma.

The following report is a result of a series of staff development workshops to determine the needs of the adult education student and the needs of the program. It is around these needs which future staff development activities will be directed.

Ten teachers from the high school adult education program met to do the task analysis aided by Dr. Husain Qazilbash, associate project director, Region II Staff Development, and Daniel Merenda, local project coordinator.

The following pages are a result of their efforts to increase the program efficiency and staff competence.

Generally, the program may be broken into the following components:

I. OUTREACH
II. RECRUITMENT
III. REGISTRATION
IV. TEACHER ORIENTATION
V. DIAGNOSIS
VII. PRESCRIPTION
VIII. STUDENT ORIENTATION
IX. INSTRUCTION
X. EVALUATION
XI. FOLLOW-UP

It was the objective of these workshops to analyze each of the above components of the adult education program into the task which must be performed to effectively complete each of the above jobs.

It was further analyzed by determining what competencies a person must possess to complete each task in the above job areas. The following is that analysis.

OUTREACH is the invitation to become an integral participant in the learning program.

RECRUITMENT is the means used to bring persons to a formal commitment of participation in the instructive process.

REGISTRATION is the formal commitment of participation in the instructive process.

TEACHER ORIENTATION is the refreshment of ideals for persons who initiate the learning program.

TESTING is the process which yields structured results that can aid effective prescription.

DIAGNOSIS is the structured criteria gained from the test results.

PRESCRIPTION is an interview situation which will determine the person's commitment to an appropriate learning program.

STUDENT ORIENTATION is the introduction of people who share the ideals that structure the program.

INSTRUCTION is the dialogue that results from free exchange of resources in the learning process which will assist in making potential realized.

EVALUATION is the qualitative appraisal of growth resulting from participation in the learning program.

FOLLOW-UP is shared discourse continued formally or informally.

Note: Competencies identified as a result of the Task Analysis Institute and the follow-up are in the process of being tested.

EXHIBIT V

SYSTEMS MANUAL

Prepared by

EPIC DIVERSIFIED SYSTEMS CORPORATION

E

SYSTEMS MANUAL

for

MANAGEMENT OF THE HEW REGION II STAFF DEVELOPMENT PROJECT

(Central Administrative Staff)

1973-74

Adult Continuing Education Center

Montclair State College
Upper Montclair, New Jersey

Prepared by

EPIC DIVERSIFIED SYSTEMS CORPORATION

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PREFACE

The HEW Region II Staff Development Project is one of fourteen projects funded under the Adult Education Act, Section 309(c). These projects provide the opportunity to apply modern management processes.

A key to the success of a project is the selection of the administrative staff (i.e., the educational managers). They should be experienced in acting as educational change agents, in stimulating people to get things done, in making decisions, in evaluating educational programs, and in using outside resources to attack problems related to adult continuing education programs and meet existing needs.

The administrative staff should also possess managerial skills which will enable them to implement a systems analysis approach to identifying the various functions and/or tasks comprising the Staff Development Project. The administrative staff has the task of establishing both the framework and methodology for planning and organizing, installing and operating, communicating, and evaluating the program to determine and accomplish program objectives.

This systems approach to management provides a disciplined way for the Staff Development Project administrative staff to view the organization as a whole and a methodology for developing optimum work arrangements.

The following definition of a "management by objectives" system provides the rationale for the approach to educational management incorporated in the present document. "Management by objectives" is defined as:

1. the specification of objectives to attain activity–oriented and learner goals, and
2. the development and implementation of a plan to monitor and evaluate the specified objectives.

The Systems Manual for Management for the HEW Region II Staff Development Project represents the management plan developed for the 1973-74 funding period.

The systems documents included in this manual are as follows:

MANAGEMENT SCHEMATIC: A management schematic is a pictorial representation of the procedures employed in the development and implementation of the management system.

GOALS: A goal is a continuing purpose that provides a sense of direction through time. Both activity-oriented and learner goals are described in the present document.

ORGANIZATIONAL CHARTS: An organizational chart is a diagrammatical form which shows the organization of a project and channels of supervision.

PERFORMANCE OBJECTIVES: A performance objective is a statement of the direct outcomes of the program depicting (1) who, (2) behavior expected, (3) situation, (4) proficiency levels, (5) time, and (6) method of measurement.

PROCESS OBJECTIVES: A process objective is a statement describing an activity which directly or indirectly affects the performance of the learner. Person(s) responsible, the activity, time factors, and documentation are specified.

Process objectives are subdefined as follows:

a. Instructional Process Objective: A statement that describes an activity that is directly related to a performance objective.

b. Support Process Objective: A statement that describes an activity in which the learner is directly involved, but for which a performance objective has not been developed.

c. Administrative Process Objective: A statement that describes an activity that is not intended to demonstrate any direct relationship to the performance of a learner. Such activities normally relate to the developing, organizing, and controlling of agency, district, program, or project activities.

CRITICAL WORK ACTIVITIES: A critical work activity is defined as a series of interrelated tasks of prime importance to the implementation of the planned program. Each task cluster (critical work activity) is expressed as an administrative process objective.

SYSTEMS FOR CRITICAL WORK ACTIVITIES: A system for critical work activities is a step-by-step description of the responsibilities and interrelated actions to be taken within a given administrative process objective.

GANTT CHART: A Gantt Chart is a technique that graphically depicts the project in a network of interrelated activities with time control.

MONITORING SYSTEM: A monitoring system is defined as a system for the documentation of major activities and processes occurring in the program.

JOB DESCRIPTION: A job description is a statement of duties, responsibilities, and work performed.

Thus, the Systems Manual for Management records and communicates a management design for systematically planning and organizing, installing and operating, communicating, and evaluating the HEW Region II Staff Development Project.

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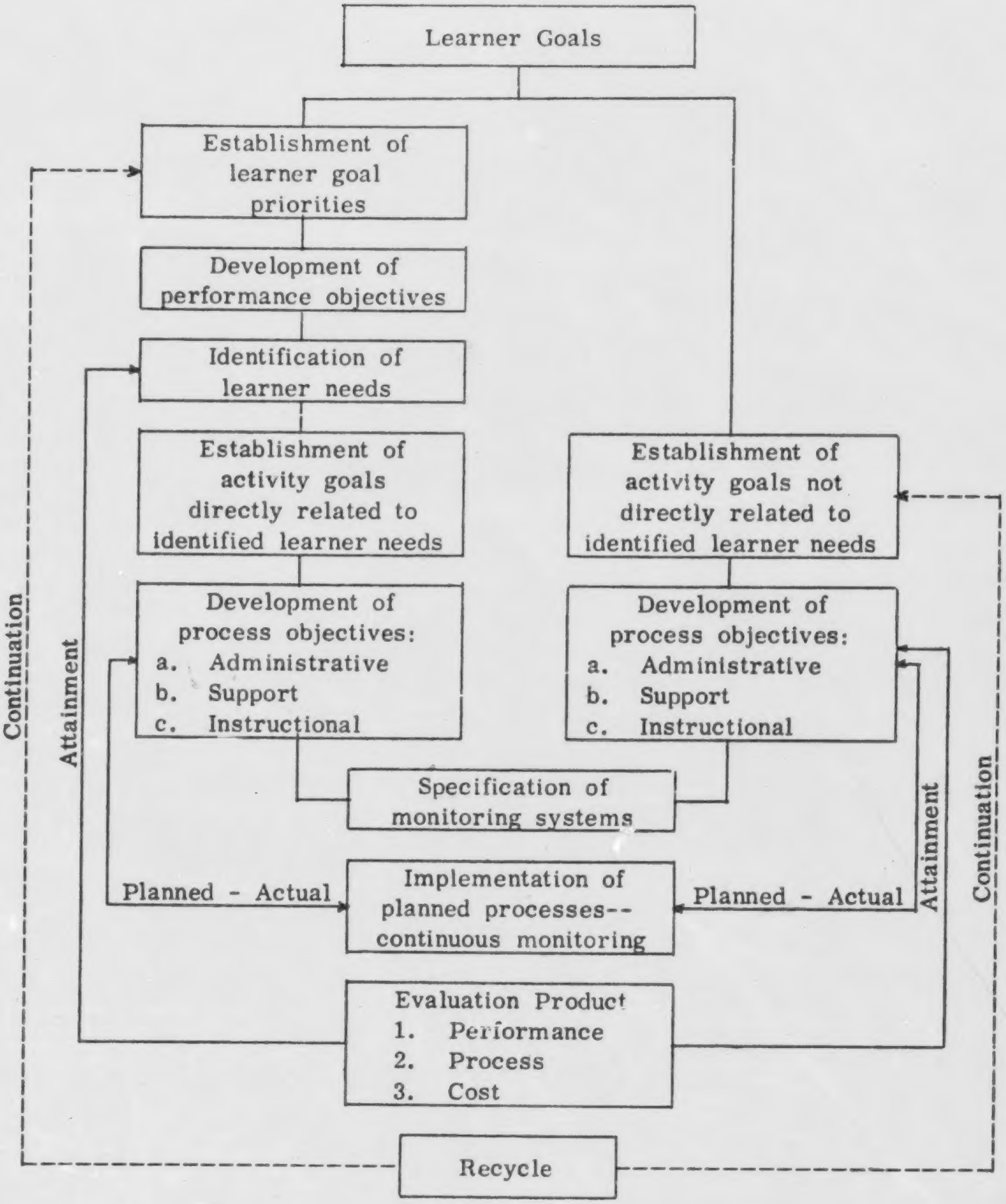
MANAGEMENT SCHEMATIC


Learner Goals
Establishment of learner goal priorities
Development of performance objectives
Identification of learner needs
Establishment of activity goals directly related to identified learner needs
Establishment of activity goals not directly related to identified learner needs
Development of process objectives:
a. Administrative
b. Support
c. Instructional
Development of process objectives:
a. Administrative
b. Support
c. Instructional
Specification of monitoring systems
Planned - Actual
Implementation of planned processes--continuous monitoring
Planned - Actual
Evaluation Product
1. Performance
2. Process
3. Cost
Recycle
Continuation
Attainment
Attainment
Continuation

MANAGEMENT SYSTEMS LEGEND

1	2	3

SUBJECT: 4

Responsibility	Action
5	6

1. Name of Program (e.g., HEW Region II)

2. Name of overall system (e.g., Management System)

3. Identification and sequential number of systems documents (e.g., Critical Work Activity)

   a. Abbreviation Code

	Abbreviation	Code
(1)	G	Goals
(2)	OC	Organization Chart
(3)	CWA	Critical Work Activity
(4)	GC	Gantt Chart
(5)	PO	Performance Objective
(6)	PoO	Process Objective

*4. Name of critical work activity (e.g., initiation of monitoring system)

*5. Person responsible for completing related action (e.g., program manager)

*6. Listing sequential action in completing critical work activity (e.g., determine major revisions)

---

*Related to Systems for Critical Work Activities

SUBJECT: Goals of the Management System

1. To detail procedures for planning, implementing, coordinating, and evaluating the HEW Region II Staff Development Project:
   a. New Jersey
   b. New York
   c. Puerto Rico
   d. Virgin Islands

2. To identify activities that are considered critical to the effective operation of the HEW Region II Staff Development Project and to document these activities in the form of administrative process objectives.

3. To specify the sequence of tasks, in the form of critical work activity systems, that must be accomplished in order to meet the identified administrative process objectives.

4. To specify the roles of HEW Region II Staff Development personnel in the form of job descriptions and task responsibilities.

5. To identify realistic time lines for carrying on the administrative functions of the HEW Region II Staff Development Project.

6. To develop systems and procedures that will ensure the continued success of the HEW Region II Staff Development Project.

SUBJECT: Activity-Oriented Goals

1. To provide a system for regionalization of the four participating states within Region II.

2. To specify an effective system of communication for the HEW Region II Staff Development Project through defining information channels:

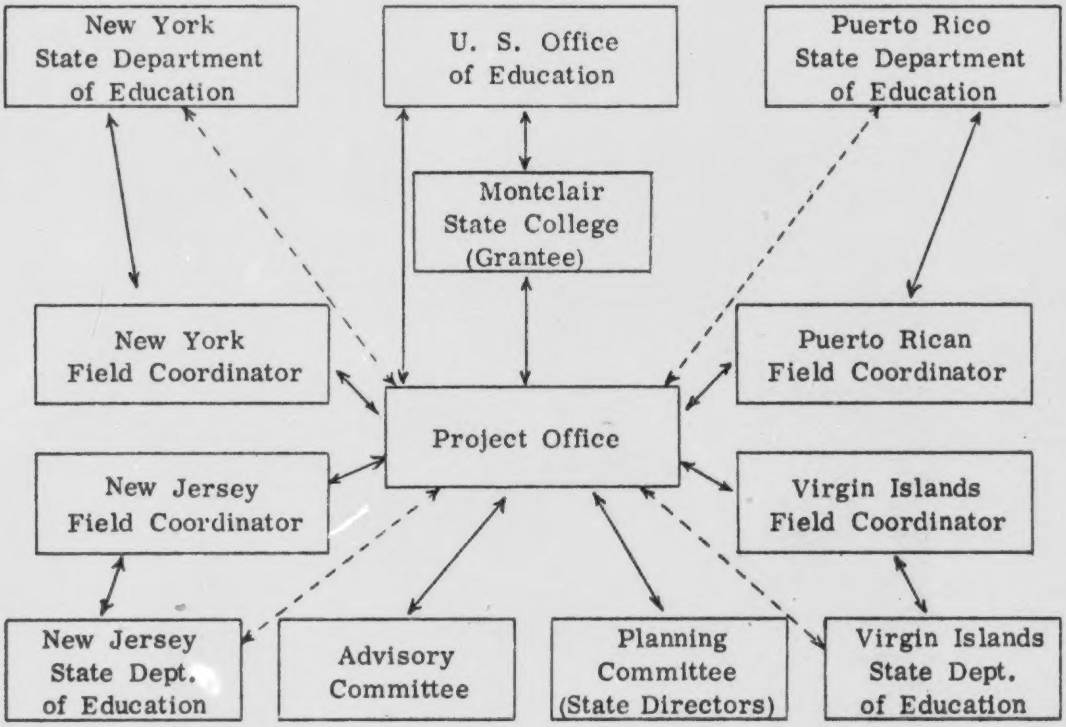
   a. Internal Information Subsystem
      (1) United States Office of Education
      (2) Director of Staff Development Project
      (3) Associate Director of Staff Development Project
      (4) State Field Coordinators
      (5) Staff Development Project personnel

   b. External Information Subsystem
      (1) State Department of Education
      (2) Planning Committee
      (3) Advisory Committee
      (4) Institutions of higher education
      (5) Local programs

3. To detail procedures for institutionalizing staff development in higher education.

HEW Region II Staff Development Project	Management Systems	Systems Document OC

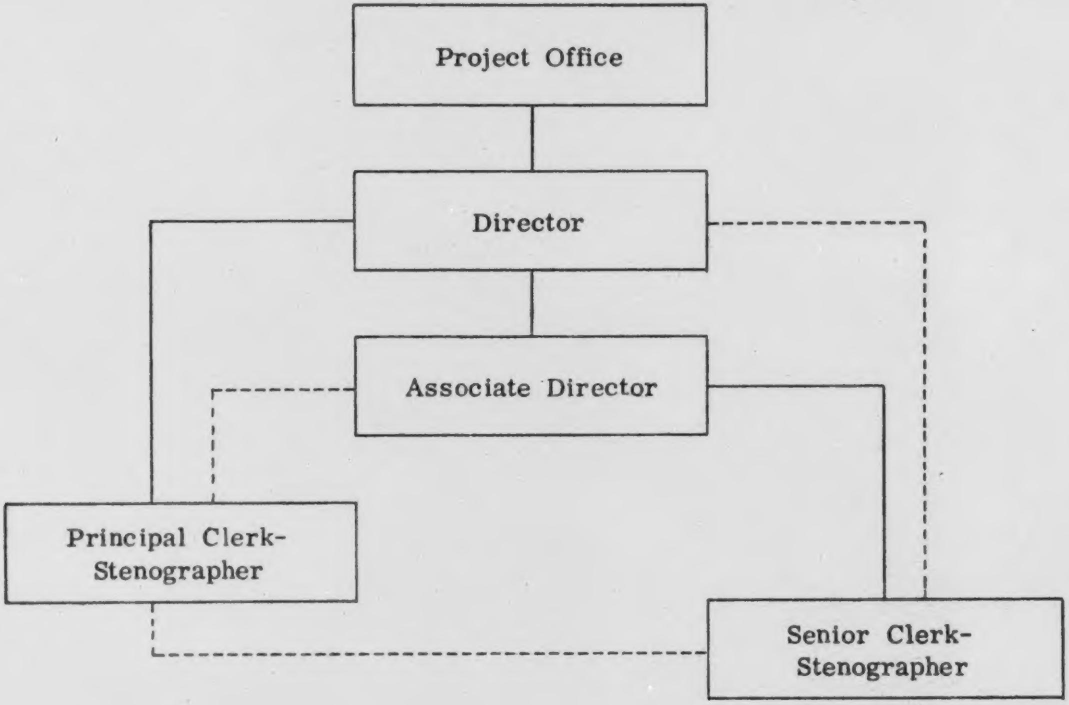
SUBJECT: HEW Region II Staff Development Project Organizational Chart


New York State Department of Education
U. S. Office of Education
Puerto Rico State Department of Education
Montclair State College (Grantee)
New York Field Coordinator
Puerto Rican Field Coordinator
Project Office
New Jersey Field Coordinator
Virgin Islands Field Coordinator
New Jersey State Dept. of Education
Advisory Committee
Planning Committee (State Directors)
Virgin Islands State Dept. of Education

——— Indicates direct relationship
-------- Indicates indirect relationship

SUBJECT: Management Organizational Chart

The HEW Region II Staff Development Project is managed and administered locally according to the following administrative organizational chart.


Project Office
Director
Associate Director
Principal Clerk-Stenographer
Senior Clerk-Stenographer

HEW Region II Staff Development Project	Management Systems	Systems Document PoO

SUBJECT: Critical Work Activities Expressed as Administrative Process Objectives

1. By September 30, 1973, the Director of the HEW Staff Development Project will prepare the FY 1975 proposal as documented by a copy of the completed proposal on file in the project offices.

2. Throughout the 1973-74 fiscal year, the Director of the HEW Staff Development Project will coordinate the preparation and dissemination of the project newsletter as documented by copies of each newsletter on file with respective mailing lists.

3. Throughout the 1973-74 fiscal year, the Director and Associate Director of the HEW Staff Development Project will plan/conduct staff meetings with participating states as documented by copies of agendas and minutes of each meeting on file in the project offices.

4. Throughout the 1973-74 fiscal year, the Director of the HEW Staff Development Project will prepare quarterly requests for payment as documented by copies of each request on file in the project offices.

5. Throughout the 1973-74 fiscal year, the Director of the HEW Staff Development Project will attend/conduct meetings with the U. S. Office of Education Project Officer and Region II Project Officer as documented by copies of agendas and minutes of meetings on file in project offices.

6. Throughout the 1973-74 fiscal year, the Associate Director of the HEW Staff Development Project will conduct meetings with the Advisory Committee to share progress of the project as documented by minutes of each meeting and written recommendations on file in the project offices.

7. Throughout the 1973-74 fiscal year, the Associate Director of the HEW Staff Development Project will provide technical assistance to the four states within Region II as documented by written reports on file in the project offices.

8. Throughout the 1973-74 fiscal year, the Director of the HEW Staff Development Project will prepare semi-annual reports for the U. S. Office of Education as documented by a copy of each report on file in the project offices.

SUBJECT: Critical Work Activities Expressed as Administrative Process Objectives (Continued)

9. Throughout the 1973-74 fiscal year, the Director/Associate Director of the HEW Staff Development Project will present project activities at U.S. Office of Education-sponsored activities as documented by agendas of presentations on file in the project offices.

10. Throughout the 1973-74 fiscal year, the Director of the HEW Staff Development Project will coordinate budget and personnel activities for the project as documented by records on file in the project offices.

11. Throughout the 1973-74 fiscal year, the Director/Associate Director of the HEW Staff Development Project will conduct periodic conferences with evaluators as documented by written reports from evaluators and copies of agendas on file in the project offices.

12. Throughout the 1973-74 fiscal year, the Director/Associate Director of the HEW Staff Development Project will provide liaison with other 309 projects as documented by written reports on file in the project offices.

13. Throughout the 1973-74 fiscal year, the Director/Associate Director of the HEW Staff Development Project will establish and maintain contacts with institutions and/or agencies of higher education as documented by correspondence, graduate program proposals, and written reports on file in the project offices.

14. Throughout the 1973-74 fiscal year, the Director and Associate Director of the HEW Staff Development Project will sponsor region-wide training as documented by agendas of the training sessions on file in the project offices.

HEW Region II Staff Development Project	Management Systems	Systems Document CWA

SUBJECT: Critical Work Activities

CWA-1	System for Preparing the FY 1975 Proposal
CWA-2	System for Preparing and Disseminating the Project Newsletter
CWA-3	System for Planning and Conducting Staff Meetings
CWA-4	System for Preparing Quarterly Requests for Payment
CWA-5	System for Attending and Conducting Meetings with Project Officers
CWA-6	System for Conducting Advisory Committee Meetings
CWA-7	System for Providing Technical Assistance to the Four States in Region II
CWA-8	System for Preparing Semi-Annual Reports for USOE
CWA-9	System for Presenting Project Activities at USOE-Sponsored Activities
CWA-10	System for Coordinating Budget and Personnel Activities
CWA-11	System for Conducting Periodic Conferences with Evaluator
CWA-12	System for Providing Liaison with Other 309 Projects
CWA-13	System for Establishing and Maintaining Contacts with Institutions and/or Agencies of Higher Education
CWA-14	System for Sponsoring Region-wide Training.

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-1

SUBJECT: System for Preparing the FY 1975 Proposal

Responsibility		Action	Expected/Actual Completion Dates
USOE Contract Office/Director	1.	Initiate contract negotiations.	May 1, 1973
USOE Contract Office	2.	Notify Director of grant award with guidelines for next year's proposal.	May 15, 1973
Director/Associate Director	3.	Review and develop memorandum concerning information necessary to complete proposal.	June 1, 1973
	4.	Forward to clerical staff.	
Clerical staff	5.	Type, proofread, duplicate, and disseminate memorandum.	
Field Coordinators/State Directors/Director/Associate Director	6.	Meet with group and individual states to discuss needs, requirements, and recommendations for proposal.	July 17–19, 1973
Field Coordinators/State Director	7.	Complete written recommendations and needs for their state.	
	8.	Forward to Director of Region II Staff Development Project.	Sept. 7, 1973
Director	9.	Compile data from Field Coordinators/State Directors and prepare proposal according to specifications of federal government.	
Clerical staff	10.	Type and proofread the completed proposal.	Sept. 26, 1973

SUBJECT: System for Preparing the FY 1975 Proposal (Continued)

Responsibility		Action	Expected/Actual Completion Dates
	11.	Forward to the President/Vice-President for Business.	
President/Vice-President	12.	Approve by signature.	Sept. 27, 1973
	13.	Return to Director.	
Director	14.	Forward to U. S. Office of Education Project Office.	Sept. 30, 1973

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-2

SUBJECT: System for Preparing and Disseminating the Project Newsletter

Responsibility		Action	Expected/Actual Completion Dates
Director	1.	Establish tentative dates for publication.	
	2.	Notify the Field Coordinators of deadline to supply information for inclusion in newsletter.	Six weeks prior to publication date
Field Coordinators	3.	Forward information to Director's office.	Three weeks prior to publication
Clerical staff	4.	File information for publication.	
Newsletter editor	5.	Collect information to be included in the newsletter.	Two weeks prior to publication
	6.	Compile and edit information.	
	7.	Develop rough draft of newsletter.	
	8.	Forward to Director for approval.	
Director	9.	Approve, make additions and/or deletions.	
Editor	10.	Deliver to clerical staff for typing and proofreading.	One and one-half weeks prior to publication
	11.	Deliver to printing staff.	
Printer	12.	Reproduce newsletter and return to clerical staff at Staff Development Project.	Three days prior to distribution date
Clerical staff	13.	Disseminate multiple copies to four Field Coordinators and to all members of mailing list within project office files.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-3

SUBJECT: System for Planning and Conducting Staff Meetings

Responsibility	Action	Expected/Actual Completion Dates
Director/Associate Director	1. Delegate responsibility to State Field Coordinator for specifics (facility, accommodation, etc.).	Six weeks prior to meeting
Field Coordinator	2. Site facilities identified and necessary arrangements made (Virgin Islands and Puerto Rico).	
Clerical staff	3. Complete Action #2 for New Jersey and New York.	
Director/Associate Director	4. Develop agenda from input from Field Coordinators and issues from previous meeting.	Four weeks prior to meeting
Clerical staff	5. Type and reproduce the tentative agenda.	
	6. Disseminate tentative agenda with other information relative to the meeting to participants.	Two weeks prior to meeting
Staff members	7. Notify Director of intention to attend meeting.	
Director/Associate Director	8. Conduct meeting and collect minutes.	
	9. Compile minutes relative to each item on the agenda.	One week following meeting.
Clerical staff	10. Type and reproduce minutes of the meeting.	
	11. Disseminate copy of minutes to all participants and any thank-you letters necessary.	Two weeks following meeting

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-4

SUBJECT: System for Preparing Quarterly Requests for Payment

Responsibility		Action	Expected/Actual Completion Dates
USOE Contracts Office	1.	Issue notification of dates necessary for completing quarterly requests for payment for the fiscal year.	May 15, 1973
Director/Clerical staff	2.	Compile information necessary for form.	Two weeks prior to submission date
	3.	Complete the form according to guidelines.	
Clerical staff	4.	Type and proofread the completed form.	One week prior to submission date
Director	5.	Forward to Grants Administration for signature.	
Grants Administrator	6.	Approve by signature and return to Director.	Three days prior to submission date
	7.	Forward requests to U.S. Office of Education Contracts Office.	
Director	8.	Receive payment from U.S. Office of Education Contracts Office.	Two weeks following request date.

SUBJECT: System for Attending and Conducting Meetings with Project Officers

Responsibility	Action	Expected/Actual Completion Dates
USOE Office	1. Notify Director of HEW Region II Staff Development Project of meeting.	Continuous activity
USOE Office/Director	2. Establish written or verbal agenda for scheduled meeting.	
Director	3. Conduct scheduled meeting.	
	4. Draft notes of meeting concerning important topics (proposal, project recommendations, etc.).	
	5. Submit written report of meeting to U.S. Office of Education Office and file one copy.	
	6. Disseminate results of each meeting to interested personnel: a. Field Coordinators b. State Directors	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-6

SUBJECT: System for Conducting Advisory Committee Meetings

Responsibility		Action	Expected/Actual Completion Dates
Associate Director	1.	Contact each Advisory Committee member in writing or by phone to determine appropriate date for meeting.	Six weeks prior to meeting
Advisory Committee members	2.	Select and approve appropriate date.	
Associate Director	3.	Compile agenda by: a. review minutes of Coordinating Council meetings. b. input from Field Coordinators, Advisory Committee members.	Five weeks prior to meeting
Clerical staff	4.	Type and proofread agenda.	Four weeks prior to meeting
	5.	Duplicate agenda and disseminate to all participating members.	
	6.	Forward request for information for accommodations, physical facilities, etc. to each member.	
Advisory Committee members	7.	Respond to request and notify the Associate Director of plans to attend/not attend meeting.	Two weeks prior to meeting
Associate Director	8.	Compile responses and determine needs for accommodations, physical facilities, etc. to conduct the meeting.	One week prior to meeting
Clerical staff	9.	Develop packet of materials for each participant.	
	10.	Make final reservations for needs in action #8.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-6 (continued)

SUBJECT: System for Conducting Advisory Committee Meetings (Continued)

Responsibility		Action	Expected/Actual Completion Dates
Associate Director	11.	Finalize agendas and all necessary arrangements for materials/consultants.	
	12.	Conduct meeting with Advisory Committee, Field Coordinators, and Director of Staff Development Project.	
	13.	Compile minutes of meeting with each respective item on agenda.	
Clerical staff	14.	Type, proofread, and disseminate minutes of meeting to members of Advisory Committee.	One week following the meeting
	15.	Respond to any requests resulting from participants at meeting.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-7

SUBJECT: System for Providing Technical Assistance to the Four States in Region II

Responsibility	Action	Expected/Actual Completion Dates
Director	1. Generate need for technical assistance by one or more of the following: a. Field Coordinators b. State Directors of Adult Education c. Advisory Committee members d. Coordinating Council members e. Director/Associate Director, Staff Development Project f. Institutions of higher education g. Local ABE directors h. Workshop participants	
Associate Director	2. Review and assess requests to determine: a. appropriateness to project objectives. b. high or low priority. c. resources (intra/inter-region). d. cost (feasible). e. time factors. f. nature of service (temporary or permanent).	
	3. Maintain continuous contact with Field Coordinator to determine if need is met or not.	
	4. Make recommendations to Field Coordinator related to: a. materials. b. consultants. c. strategies.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-7 (continued)

SUBJECT: System for Providing Technical Assistance to the Four States in Region II (Continued)

Responsibility		Action	Expected/Actual Completion Dates
Field Coordinator	5.	Request Associate Director to assist in meetings and edit products for production and utilization purposes.	Ongoing activity
Associate Director	6.	Attend and participate in meetings for that state.	
	7.	Edit products produced from the technical assistance provided.	
	8.	Provide subjective evaluation of program and make recommendations for program improvement and adoption.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-8

SUBJECT: System for Preparing Semi-Annual Reports for USOE

Responsibility		Action	Expected/Actual Completion Dates
Director/Associate Director	1.	Develop memorandum concerning information necessary to complete report to Field Coordinator/State Director.	Six weeks prior to due date
	2.	Forward to clerical staff.	
Clerical staff	3.	Type, proofread, duplicate, and disseminate memorandum.	Five weeks prior to due date
Field Coordinators/State Directors	4.	Collect and summarize data for semi-annual report.	
	5.	Prepare state report and forward to the Director of HEW Region II Staff Development Project.	Three weeks prior to due date
Director	6.	Compile data from Field Coordinators/State Directors.	
	7.	Prepare semi-annual reports according to guidelines established by the federal government.	One and one-half weeks prior to due date
Clerical staff	8.	Type, proofread, and forward the semi-annual report to the Director for signature.	Three days prior to due date
Director	9.	Approve by signature.	
	10.	Forward to U. S. Office of Education Project Office.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-9

SUBJECT: System for Presenting Project Activities at USOE-Sponsored Activities

Responsibility		Action	Expected/Actual Completion Dates
USOE Contact person	1.	Request Director/Associate Director of the Staff Development Project to present report on project activities at scheduled meeting of group serving Region II.	Ongoing activity
Director/Associate Director	2.	Acknowledge request by letter of acceptance.	
	3.	Plan agenda for presentation.	
	4.	Secure materials necessary for presentation.	
	5.	Present report on project activities at meeting.	
Participants	6.	Request materials that were presented.	
	7.	Request visit to project sites for observation.	
Director/Associate Director	8.	File copy of presentation agenda in project offices.	
	9.	Respond to all requests concerning materials and/or visits.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-10

SUBJECT: System for Coordinating Budget and Personnel Activities

Responsibility		Action	Expected/Actual Completion Dates
Project personnel	1.	Present request for personnel action to the Director of the Staff Development Project.	Ongoing activity
Director	2.	Review request and act in either of two ways: a. Accept request and process through appropriate channels. b. Reject request and return to project personnel.	
	3.	Approve by signature.	
	4.	Forward to Administrator of Adult Continuing Education Center for approval.	
Administrator of Adult Continuing Education Center	5.	Approve by signature.	
	6.	Forward to appropriate Business Office personnel.	
Business Office personnel	7.	Notify Director of Staff Development Project of action taken on request.	
Director	8.	Notify project personnel of action concerning the request.	

SUBJECT: System for Conducting Periodic Conferences with Evaluator

Responsibility	Action	Expected/Actual Completion Dates
Director	1. Select evaluator for project for 1973-74 fiscal year.	Ongoing activity
	2. Notify evaluator of meeting to discuss objectives, evaluation design, etc.	
Director/Associate Director/ Evaluator	3. Meet to determine calendar of events, evaluation design, periodic conferences, etc.	
Evaluator	4. Complete written report of meeting and submit to Director.	
Director	5. Notify evaluator throughout fiscal year of meeting dates.	
Director/Associate Director/ Evaluator	6. Discuss formative evaluation activities relative to period lapsed since previous meeting.	
	7. Discuss and develop alternative strategies to provide more effective and valid data for decision-making purposes.	
Evaluator	8. Inform Director of all evaluation activities completed in relation to the project and update calendar of events.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-12

SUBJECT: System for Providing Liaison with Other 309 Projects

Responsibility	Action	Expected/Actual Completion Dates
Director/Associate Director	1. Obtain a list of U. S. Office of Education Regional Staff Development Project Directors.	
	2. Contact each Director by telephone or letter.	
	3. Request information relative to their program/project.	
Director/Associate Director/309 Project Directors	4. Discuss activities of Region II Staff Development Project.	
	5. Disseminate progress of Region II activities to 309 Project Directors and personnel on a periodic basis.	
	6. Attend meetings of Regional Staff Development Project Directors and discuss regional activities.	
	7. Schedule on–site visits to other regions.	
	8. Schedule visits for other regional personnel to Region II.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-13

SUBJECT: System for Establishing and Maintaining Contacts with Institutions and/or Agencies of Higher Education

Responsibility	Action	Expected/Actual Completion Dates
Director/Associate Director	1. Identify list of higher education institutions/agencies which may be capable of assisting in the preparation of adult educators.	Ongoing activity
	2. Select these institutions based upon criteria below: a. Resources available. b. Accessibility. c. Commitment. d. Staff qualification. e. Evidence of present involvement. f. Minority involvement.	
Institutions and/or Agencies of Higher Education/Director	3. Assist/adopt new courses in adult education.	
Institutions and/or Agencies of Higher Education	4. Provide training in select adult basic education areas.	
Director/Associate Director	5. Provide communication on the progress of the Staff Development Project to institutions and/or agencies of higher education.	

HEW Region II Staff Development Project	Management Systems	Systems Document CWA-14

SUBJECT: System for Sponsoring Region-wide Training

Responsibility		Action	Expected/Actual Completion Dates
Director/Associate Director	1.	Initiate workshop areas based on recognized needs within Region II.	Ongoing activity
	2.	Identify resources available to meet these needs and determine which needs can be eliminated.	
	3.	Identify population to benefit most from planned activity.	
	4.	Arrange for appropriate consultants, materials, resources, and facilities.	
	5.	Identify location to best serve population.	
	6.	Develop agenda.	
	7.	Disseminate agenda and any preplanning materials to the participants.	
Director	8.	Conduct necessary budget activities--travel, consultant fees, etc. (see CWA-10).	
Director/Associate Director/Consultants	9.	Conduct training.	
Director/Associate Director	10.	Request Field Coordinators to follow up with post-seminar with workshop participants from their region; implement concepts.	

SUBJECT: System for Sponsoring Region-wide Training (Continued)

Responsibility	Action	Expected/Actual Completion Dates
Field Coordinators	11. File written response with Director's office based on activities conducted in the respective state based on regional training.	
Director/Associate Director	12. Provide periodic contact with the Field Coordinators to determine further utilization/implementation of concepts presented at regional training.	

GANTT CHART DIRECTIONS

The Program Manager is responsible for updating the Gantt Chart. The information required to update the chart consists of the following and will be obtained from the Systems Documents for Critical Work Activities.

1. Date Activity Was Started. Each activity has a "bar" on the chart for the period that the activity is intended to cover. The scheduled start date is indicated by the left side of the bar for that activity. On the date that the activity is actually started, write an "s" on the chart as shown in the Sample Scheduling Situations.

2. Rescheduled Activity. If it is realized before starting an activity that a delay will be incurred, the activity should be rescheduled. This is accomplished by entering a new "bar" rescheduling the activity. On the date that the activity was rescheduled, write "R" on the chart as shown in the Sample Scheduling Situations.

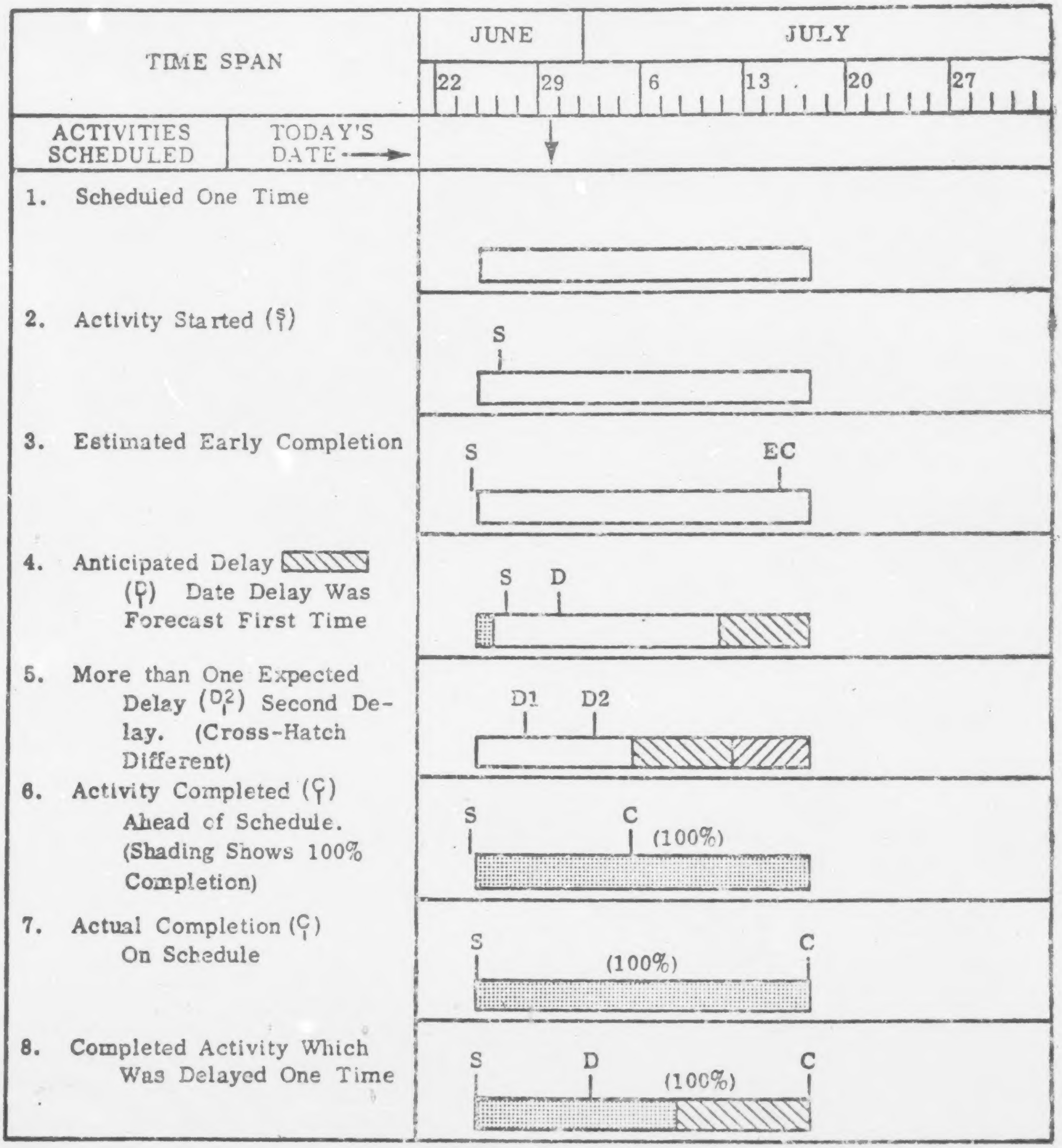
3. Estimated Finish. Judging by the work done to date on an activity, the Program Manager should be able to estimate its completion date. It may be on time, early, or late.

    a. On Time. If it appears that the activity is progressing as scheduled, no input or marks on the Gantt Chart are required.

    b. Early. If it appears that the activity will be completed ahead of schedule, the expected early completion date is shown by writing "EC" on the chart as shown in the Sample Scheduling Situations.

    c. Late. If it appears that the activity completion will be delayed, a cross-hatched bar should be added to the end of the first scheduled activity bar so that the right side of the cross-hatched area shows the new delayed completion date. The date the delay was forecast is shown by writing "D" on the chart as shown in the Sample Scheduling Situations.

GANTT CHART
SAMPLE SCHEDULING SITUATIONS



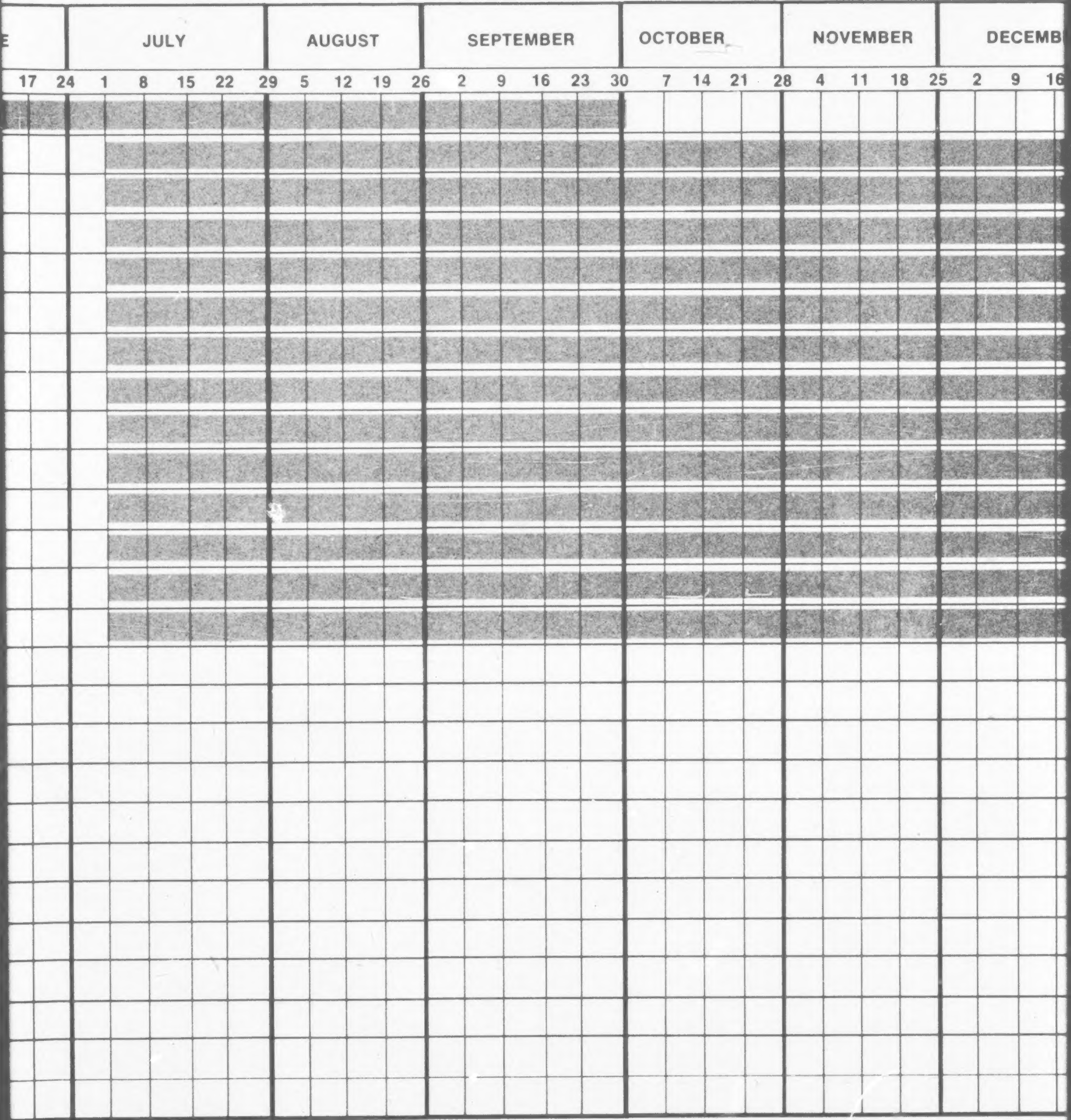
HEW Region II Staff Development Project	Management Systems	Systems Document GC (continued)

SUBJECT: Gantt Chart Summary

Critical Work Activity	Beginning - Ending Dates
Prepare FY 1975 Proposal	May 5 - September 30, 1973
Prepare and Disseminate Newsletter	July 1, 1973 - June 30, 1974 (six-week intervals)
Plan and Conduct Staff Meetings	July 1, 1973 - June 30, 1974 (quarterly)
Prepare Quarterly Requests for Payment	July 1, 1973 - June 30, 1974 (July 1, October 1, January 1, and April 1)
Attend and Conduct Meetings with Project Officers	July 1, 1973 - June 30, 1974 (Throughout fiscal year as required)
Conduct Advisory Committee Meetings	July 1, 1973 - June 30, 1974 (August/September and March/April)
Provide Technical Assistance to the Four States in Region II	July 1, 1973 - June 30, 1974 (Throughout fiscal year as required)
Prepare Semi-Annual Reports for USOE	July 1, 1973 - June 30, 1974 (January 1 and June 30, 1974)
Present Project Activities at USOE-Sponsored Activities	July 1, 1973 - June 30, 1974 (Throughout fiscal year as required)
Coordinate Budget and Personnel Activities	July 1, 1973 - June 30, 1974 (Throughout fiscal year as required)
Conduct Periodic Conferences with Evaluator	July 1, 1973 - June 30, 1974 (Throughout fiscal year as required)
Provide Liaison with other 309 Projects	July 1, 1973 - June 30, 1974 (Throughout fiscal year as required)

Critical Work Activity	APRIL					MAY				JUNE			
	1	8	15	22	29	6	13	20	27	3	10	17	24
1. Prepare FY 1975 Proposal						▨	▨	▨	▨	▨	▨	▨	▨
2. Prepare and Disseminate Newsletter													
3. Plan and Conduct Staff Meetings													
4. Prepare Quarterly Requests for Payment													
5. Attend and Conduct Meetings with Project Officers													
6. Conduct Advisory Committee Meetings													
7. Provide Technical Assistance to the Four States in Region II													
8. Prepare Semi-Annual Reports for USOE													
9. Present Project Activities at USOE-Sponsored Activities													
10. Coordinate Budget and Personnel Activities													
11. Conduct Periodic Conferences with Evaluator													
12. Provide Liaison with other 309 Projects													
13. Establish and Maintain Contacts with Institutions and/or Agencies of Higher Learning													
14. Sponsor Region-wide Training													

Adult Co
Mo


E
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
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GANTT CHART
Adult Continuing Education Center
Montclair State College

1973 1974

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SUBJECT: Gantt Chart Summary (Continued)

Critical Work Activity	Beginning - Ending Dates
Establish and Maintain Contacts with Institutions and/or Agencies of Higher Learning	July 1, 1973 - June 30, 1974 (Throughout fiscal year as required)
Sponsor Region-wide Training	July 1, 1973 - June 30, 1974 (Throughout fiscal year as required)

HEW Region II Staff Development Project	Management Systems	Systems Document PoO

SUBJECT: Program Objectives for Staff Development Project

The objectives listed are activity-oriented statements, but do not contain the four elements necessary for a process objective according to the established format utilized by EPIC Diversified Systems Corporation.

1. To identify the necessary competencies that adult educators should possess in performing their tasks.
2. To develop specific career patterns for individuals interested in preparing for existing and future roles in adult education.
3. To identify the existing staff development resources, as well as to develop resources within and without Region II which have the capability of assisting Region II in attaining project objectives.
4. To assist each state in designing a career development plan in adult education that is competency-based.
5. To assist each state in designing and carrying out performance-based training programs for both pre- and in-service training.
6. To integrate the Region II Staff Development Project with other adult education 309 projects, as well as with agencies and institutions interested in meeting U. S. Office of Education priorities.
7. To develop minority capability in adult education.

SUBJECT: Program Objectives for Staff Development Project in New Jersey

The objectives listed are activity-oriented statements, but do not contain the four elements necessary for a process objective according to the established format utilized by EPIC Diversified Systems Corporation.

1. To assist in the planning and coordination of all staff development activities conducted for ABE and HSE personnel under the auspices of the four (4) Adult Education Resource Centers (Glassboro, Jersey City, Montclair, and Newark State Colleges) as a part of New Jersey's continuing efforts under the State Plan for adult education programming.
2. To sponsor, in cooperation with Rutgers University, the development of materials and training programs in bicultural awareness.
3. To provide in-service training for the staff of the four (4) Adult Education Resource Centers (Glassboro, Jersey City, Montclair, and Newark State Colleges).
4. To establish a career ladder in Adult Education.
5. To investigate the feasibility of the establishment of competency-based state certification for adult educators.

SUBJECT: Program Objectives for Staff Development Project in New York

The objectives listed are activity-oriented statements, but do not contain the four elements necessary for a process objective according to the established format utilized by EPIC Diversified Systems Corporation.

1. To support a two-semester practicum-oriented course in reading for paraprofessionals.

2. To expand the application of the competency-based training model of the project.

3. To establish and develop cooperative staff development programs with non-public school agencies.

4. To develop cooperative programs with institutions of higher education.

5. To develop a competency measurement test to assess staff development needs of adult educators.

6. To train ABE personnel in human interaction skills.

7. To consider the implementation of such educational technology as CAI and CATV in the improvement and expansion of staff development efforts.

8. To expand selected staff development activities to include GED personnel.

9. To expand the role of the Project's Field Coordinator into an established staff development position serving the entire New York State Division of Continuing Education.

10. To explore the possibility of utilizing some portion of the fifteen staff development hours presently available to all ABE personnel.

SUBJECT: Program Objectives for Staff Development Project in Puerto Rico

The objectives listed are activity-oriented statements, but do not contain the four elements necessary for a process objective according to the established format utilized by EPIC Diversified Systems Corporation.

1. To coordinate all staff development activities through one office.
2. To conduct task analysis and job-restructuring institutes for ABE and GED related personnel at the local level.
3. To develop a joint paraprofessional program with the Model Cities Project.
4. To develop a graduate program in adult education.
5. To train at least twenty-five individuals to assume positions as ABE counselors.
6. To explore the possibilities of employing educational technology for staff development.
7. To provide at least one in-service training session for each of the six regions.

SUBJECT: Program Objectives for Staff Development Project in the Virgin Islands

The objectives listed are activity-oriented statements, but do not contain the four elements necessary for a process objective according to the established format utilized by EPIC Diversified Systems Corporation.

1. To train personnel to work in a learning center on St. Thomas and on St. Croix.
2. To provide a minimum of six competency-based in-service training sessions on St. Thomas and six on St. Croix for all adult education personnel.
3. To train ABE personnel in reading skills.
4. To establish a graduate course in adult education at the College of the Virgin Islands.
5. To establish cooperative ties with the Bilingual-Bicultural Education Program for St. Croix funded by ESEA Title VII.
6. To include GED personnel in in-service training sessions.
7. To expand interagency cooperation in staff development activities by including personnel from WIN, GED, MDTA, and High School Diploma programs.
8. To create a career ladder in adult education.

HEW Region II Staff Development Project	Management Systems	Systems Document JD

SUBJECT: Job Description for Director of HEW Staff Development Project

Responsibility: The Director shall be directly responsible to the U. S. Office of Education Project Officer.

Function: Functions include the administration, supervision, and evaluation of the activities supported through the Adult Education Career Staff Development Project in New Jersey, New York, Puerto Rico, and the Virgin Islands.

Duties:

1. To establish and maintain continuous and effective communication and working relationship with the U. S. Office of Education, the Region II Program Officer, and the state directors of adult continuing education and selected institutions of higher education and special projects in New Jersey, New York, Puerto Rico, and the Virgin Islands.
2. To assume responsibility for the development and operation of a Region II adult continuing education career staff development plan.
3. To provide liaison services to the state directors of New Jersey, New York, Puerto Rico, and the Virgin Islands, as well as with the project's Coordinating Council, performing such duties within the parameters as may be identified by the Council.
4. To direct the creation and functioning of an advisory committee to serve as the advisory body to the project.
5. To direct the monitoring of all training activities in New Jersey, New York, Puerto Rico, and the Virgin Islands supported by this project.
6. To assume responsibility for the collection, processing, compilation, evaluation, and reporting of such information and data necessary and required to fulfill federal project requirements.

SUBJECT: Job Description for Director of HEW Staff Development Project (Continued)

7. To assume responsibility for the preparation of reports, bulletins, materials, and other aids as are necessary to the effective functioning of the project.

8. To direct the establishment and maintenance of essential records and files.

9. To assume responsibility for the development and/or direction of procedures, standards, policies, and work schedules of professional, sub-professional, and clerical staff involved in the project.

10. To assist the college administrator of Adult Continuing Education Services and Projects in the recruitment, selection, and recommendation of personnel for project office positions.

11. To assist the state directors of adult continuing education in New Jersey, New York, Puerto Rico, and the Virgin Islands in the recruitment, selection, and recommendation of personnel for full- and part-time field positions.

12. To assume responsibility for appropriate assignment, training, supervision, guidance, and professional assistance to staff members.

13. To assume responsibility for such pre-service and in-service training programs as necessary for the efficient and effective functioning of the project staff.

14. To perform the necessary evaluation services for all New Jersey civil service employees in this project.

15. To assume the responsibility for the operation of fiscal and budgetary matters related to the project.

16. To assume the responsibility for the preparation of such financial statements, budgets, fiscal records, reports, and analyses as are required.

SUBJECT: Job Description for Associate Director of HEW Staff Development Project

Responsibility: The Associate Director shall be directly responsible to the Director of the HEW Staff Development Project.

Function: Functions include assisting the Director in administering, supervising, and evaluating activities supported through the regional Adult Education Career Staff Development Project in Region II.

Duties:

1. To assist the Director in maintaining continuous and effective communication and working relationships with the U. S. Office of Education, Region II Adult Education Program Officer, as well as with the state directors of adult continuing education, and selected institutions of higher education and special projects in New Jersey, New York, Puerto Rico, and the Virgin Islands.
2. To assist the Director in the development and operation of the Region II adult continuing education staff development plan.
3. To assist the Director in the monitoring of all adult education staff development training activities in New Jersey, New York, Puerto Rico, and the Virgin Islands supported by the project.
4. To assist the Director in the collection, processing, compilation, evaluation, and reporting of such information and data necessary and required to fulfill federal project requirements.
5. To assist the individual states in the preparation and dissemination of staff training materials developed through activities supported by the Adult Education Career Staff Development Plan.
6. To assume primary responsibility for the identification and dissemination of such research studies and reports as may be pertinent to the effective operation of project-supported training activities.

SUBJECT: Job Description for Associate Director of HEW Staff Development Project (Continued)

7. To assist the Director in the detailed arrangements of regular and periodic meetings of the Coordinating Council, the Advisory Committee, and the project's Board of Directors.

8. To assist the Director in the supervision and training of staff members.

9. To serve as a resource person to other phases of activity served by and through the Adult Continuing Education Center at Montclair State College.

SUBJECT: Job Description for Principal Clerk-Stenographer

Responsibility: The principal clerk-stenographer shall be directly responsible to the Director of the HEW Staff Development Project.

Function: Functions include stenographic and other related clerical work which requires a thorough knowledge of department laws, regulations, policies, and procedures.

Duties:

1. To organize assigned stenographic, secretarial, and other related clerical work and develop effective work methods.
2. To give suitable assignments and instructions to individuals and groups and supervise the performance of their work.
3. To take dictation of a difficult, complex, and technical nature and lengthy and rapid dictation and transcribe the notes on a typewriter.
4. To transcribe dictation which is difficult to arrange and tabulate, including large and complex statistical tables.
5. To type technical, scientific, financial, statistical, and other statements and reports, correspondence, memoranda, payrolls, opinions, orders, bills, warrants, contracts, forms, specifications, case records, manuscripts, legal documents, decisions, and briefs from varied types of copy and from cylinders, records, and/or Ediphone machine equipment.
6. To cut and proofread stencils.
7. To prepare designated correspondence which may not be reviewed by a supervisor in accordance with established department regulations.
8. To process special requests for information in accordance with department policies.
9. To relieve a supervisory officer of office detail and act as his secretary.
10. To interview callers at the office and schedule appointments.

SUBJECT: Job Description for Principal Clerk-Stenographer (Continued)

11. To prepare the agenda of meetings; take minutes of meetings, conferences, and hearings and transcribe them in authoritative form.
12. To brief reports.

SUBJECT: Job Description for Senior Clerk-Stenographer

Responsibility: The senior clerk-stenographer shall be directly responsible to the Associate Director of the HEW Staff Development Project.

Function: Functions include work in the areas of stenography and other related clerical work.

Duties:

1. To organize assigned stenographic, secretarial, and other related clerical work and develop effective work methods.
2. To give suitable assignments and instructions to individuals and groups of clerical employees and supervise the performance of their work.
3. To take difficult, complex, technical, and rapid dictation by hand, or using a Stenotype machine, and transcribe the notes on a typewriter.
4. To type technical, scientific, financial, statistical, and other statements and reports, correspondence, memoranda, payrolls, opinions, orders, bills, warrants, contracts, forms, specifications, case records, manuscripts, and legal documents from varied types of copy and from records, cylinders, Stenotype notes, and/or Ediphone machine equipment.
5. To cut stencils; check and compare finished copy.
6. To compose and type routine correspondence and other material which may not be reviewed by a supervisor.
7. To prepare and keep personnel and other records of varied types.
8. To keep tickler files up to date.
9. To receive, review, and adjust complaints.
10. To act as secretary to an administrative officer and relieve him of office detail.
11. To answer inquiries for information originiating within and without the department in accordance with department procedure.

SUBJECT: Job Description for Senior Clerk-Stenographer (Continued)

12. To assist in preparing and personally prepare **statistical** and other reports.
13. To supervise a designated phase of clerical activity.
14. To maintain essential records and files.
15. To perform other related activities as requested.

EXHIBIT VI

PROJECT SURVEY

HEW REGION II STAFF DEVELOPMENT PROJECT

Dr. Vincent DeSanctis
Project Director

Dr. Husain Qazilbash
Associate Project Director

June, 1973

Prepared by

EPIC DIVERSIFIED SYSTEMS CORPORATION
Eastern Regional Office
Warren Plaza West, Route 130
Hightstown, New Jersey 08520

GENERAL RECOMMENDATIONS

The following general recommendations are offered based on the project surveys conducted in each state staff development office.

1. It is recommended that each state conduct a learner and educational needs assessment. Systematic needs assessment procedures have not been implemented in any of the state staff development offices.

   A learner need is defined as the situtation which occurs when learner performance is below that which is specified in a performance objective.[1]

   An educational need is defined as the resourses required to eliminate the identified learner needs.

   Such a needs assessment could be conducted in the following three phases:

   Phase I: Identify and document priorities.

   Phase II: Identify and document learner cognitive, affective, and psychomotor needs utilizing performance objectives.

   Phase III: Develop related staff development programs.

   These three phases can be accomplished by completing the followsteps:

   Step 1: Develop a system to establish goal priorities that involve concerns of community, educators, and learners.

   Step 2: Generate learner goals from the documented concerns.

   Step 3: Develop performance objectives relative to goal concerns.

   Step 4: Implement procedures for collecting and analyzing valid information relative to the performance objectives.

   Step 5: Determine learner needs.

   Step 6. Rank learner needs.

   Step 7: Survey resources available to eliminate learner needs.

   Step 8: Determine educational needs.

   Step 9: Develop staff development programs.

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[1] Needs Assessment (Tucson, Arizona. Educational Innovators Press, 1972).

2. Since the project is nearing the completion of its first year, and since each state has made some attempt to identify its needs, an alternative to recommendation 1 might be to establish a set of common goals at the project level and from these goals to generate a set of specific goals at the state level. Each state could then operationalize their goals into performance and process objectives.

   A goal can be defined as a statement of broad direction, intent, or purpose, that is very general and timeless, open to many interpretations, and cannot be measured as stated.

   Two types of goals can be identified:

   1. learner goals are statements of broad direction, intent, or purpose that relate to desirable learner outcomes expected as a result or a given learning activity or experience and,
   2. activity goals are statements of broad direction, intent, or purpose that relate to functions to be completed or services to be provided.

3. It is recommended that an appropriate evaluation model be identified and implemented for the evaluation of the 1973-74 project year. This model should be suitable for both project and state level evaluation purposes. Systematic evaluation procedures have not been implemented in all of the state staff development offices.

   The approach to evaluation undertaken by EPIC Diversified Systems Corporation contains four phases--Planning, Implementation, Product, and Recycling.[2] It is based on Gronlund's[3] definition of evaluation as a systematic procedures for collecting and analyzing reliable and valid information for the purpose of decision-making. The four phases are:

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[2] A Scheme for Evaluation and an Organizational Structure of Variables (Tucson, Arizona: Educational Innovators Press, 1971).

[3] Norman E. Gronlund. Measurement and Evaluation in Teaching. (New York: The Macmillan Company, 1965).

Phase I: Planning

Step One. Identify and Describe Variables. The identification of those variables affecting a given educational program is carried out by:

1. considering each variable along the institutional, behavioral, and instructional dimensions of the Organizational Structure of Variables, and
2. deciding whether or not certain variables directly affect aspects of the educational program which is to undergo evaluation. Once the variables have been identified, they should be described in as much detail as possible in order to avoid misinterpretation. The description of the variables should be clear enough so that anyone could replicate the same evaluation situation.

Step Two. Objectives. The objectives of the given program should be stated in behavioral terms, along with the specification of how these objectives are to be measured.

Step Three. Evaluation Design. An evaluation design selected should specify:

1. the independent and dependent variables of the program,
2. a way in which the variables will be compared,
3. the population under study and sampling procedures,
4. measuring instruments,
5. methods used to control intervening variables,
6. data collection procedures, and
7. statistical techniques which will be used to analyze the collected data.

Step Four. Monitoring System. Included in the Planning Phase should be a description of the monitoring system that is going to be used to check or determine if the planned evaluation procedures are actually implemented.

Step Five. Calendar of Events. The calendar of events describes the sequence of events, dates of data collection, and other important responsibilities.

Phase II: Implementation

Phase II begins with the implementation of the evaluation procedure planned in Phase I. During this phase, data and feedback are continually collected using the monitoring system to determine if the implemented activities and procedures are the same as the activities and procedures described in Phase I.

From the feedback collected by the monitoring system, modifications might be made in the:

1. selection of variables,
2. performance objectives,
3. evaluation design,
4. monitoring system, and/or
5. calendar of events.

Phase III: Product

The data collected are analyzed in the Product Phase using predetermined statistical techniques. Then, using the results from the statistical analyses, decisions are made as to the level of attainment of those objectives previously stated in the Planning Phase of the evaluation.

Phase IV: Recycling

Phase IV re-initiates the evaluation process by returning to Phase I for the consideration of additional variables and other objectives which might be evaluated in the next cycle. The Recycling Phase implies that evaluation is a never-ending systematic process and may continue for many years until all variables which are affecting a given educational program have been included in evaluation. In each cycle, a limited number of factors should be investigated in order that realistic control of the evaluation can be maintained. This control provides opportunity to deduce cause and effect relationships between the factors.

Two specific objectives follow from recommendation 3 above:

4. It is recommended that each state develop performance objectives for appropriate staff development activities.

   A performance objective is a statement of learner outcomes and contains six elements:

   1. institutional (who) variable
   2. behavioral (behavior) variable
   3. instructional (what) variable
   4. method of measurement
   5. time or pre-requisite
   6. proficiency level.[4]

   It is also recommended that: a) performance objectives be written at the appropriate level of specificity,[5] b) performance objectives be written in the appropriate domain (cognitive, affective or psychomotor), c) measurement instruments selected be valid for the stated performance objective(s), and d) all staff members be involved in the development of the performance objectives.

5. It is recommended that each state develop process objectives for appropriate project activities.

   A process objective is a statement describing an activity which directly or indirectly affects the performance of the learner and contains four elements:

   1. person(s) responsible
   2. activity
   3. time factor
   4. documentation.[6]

   Three types of process objectives can be identified:

   1. Administrative Process Objectives - A statement that describes an activity that is not intended to demonstrate any direct relationship to the performance of a learner.
   2. Support Process Objectives - A statement that describes an activity in which the learner is directly involved, but a performance objective has not been developed for the activity.

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[4] Developing and Writing Performance Objectives (Tucson, Arizona: Educational Innovators Press, 1971).

[5] Hierarchy for Goals and Objectives (Tucson, Arizona: Educational Innovators Press, 1971).

[6] Developing and Writing Process Objectives (Tucson, Arizona: Educational Innovators Press, 1972).

3. Instructional Process Objectives - A statement that describes an activity that is directly related to a performance objective.

It is further recommended that a system be established for filing all data related to process (and performance) objectives.

6. It is recommended that *dissemination* procedures at the project and state levels be systematized. Systematic dissemination procedures have not been implemented in all state staff development offices.

One system for disseminating information developed by EPIC Diversified Systems Corporation involves the implementation of the following procedures:

1. Development of administrative process objectives.
2. Identification of dissemination population.
3. Identification of dissemination media.
4. Identification of content areas.
5. Development of a dissemination calendar of events.

7. It is recommended that *diffusion* (adoption or institutionalization) procedures be intensified. Although attempts to explore the adoption of the staff development project as an integral operation of the participating state departments of education have been implemented state department of education committment has not been formalized.

8. It is recommended that all project staff receive *training* in the use of the systems (i.e. needs assessment, evaluation, performance and process objectives) recommended in this report.

9. It is recommended that state staff development efforts be systematized through the implementation of a *model* similar to the Systems Model for Staff Development in Adult Education described in the project application, or the Albany Systems Model. Implementation of the Systems Model for Staff Development has not been systematically implemented in all state staff development offices.

10. It is recommended that *terminology* such as competency-based staff development, needs and resources survey, task analysis, and manpower needs assessment be defined in writing in order to facilitate communication.

11. It is recommended that *staffing* needs be reviewed. Since the scope of project efforts in all states has increased significantly the need for additional personnel to handle both administrative and support activities may be necessary.

12. It is recommended that state staff development project budgets be reviewed. Since the scope of project efforts in all states has increased significantly the need to revise project budgets may be necessary. It should be noted however, that budget changes should be based on the documented needs and effectiveness of projected activities.

13. It is recommended that communication efforts between the central project office and state department of education offices be improved. Because of the structure of current lines of communications, between the central project office and state department of education offices there are periods of delay in processing routine project matters.

14. It is recommended that inter-state cooperative efforts be increased. Since several state efforts are sufficiently advanced to merit adoption by other state offices these efforts should be reviewed.

15. It is recommended that the staff development project involvement in the planning of state department of education staff development efforts be increased. Increased involvement of staff development project staff in planning activities should avoid potential duplication of effort, and facilitate the diffusion process.